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September, 1926

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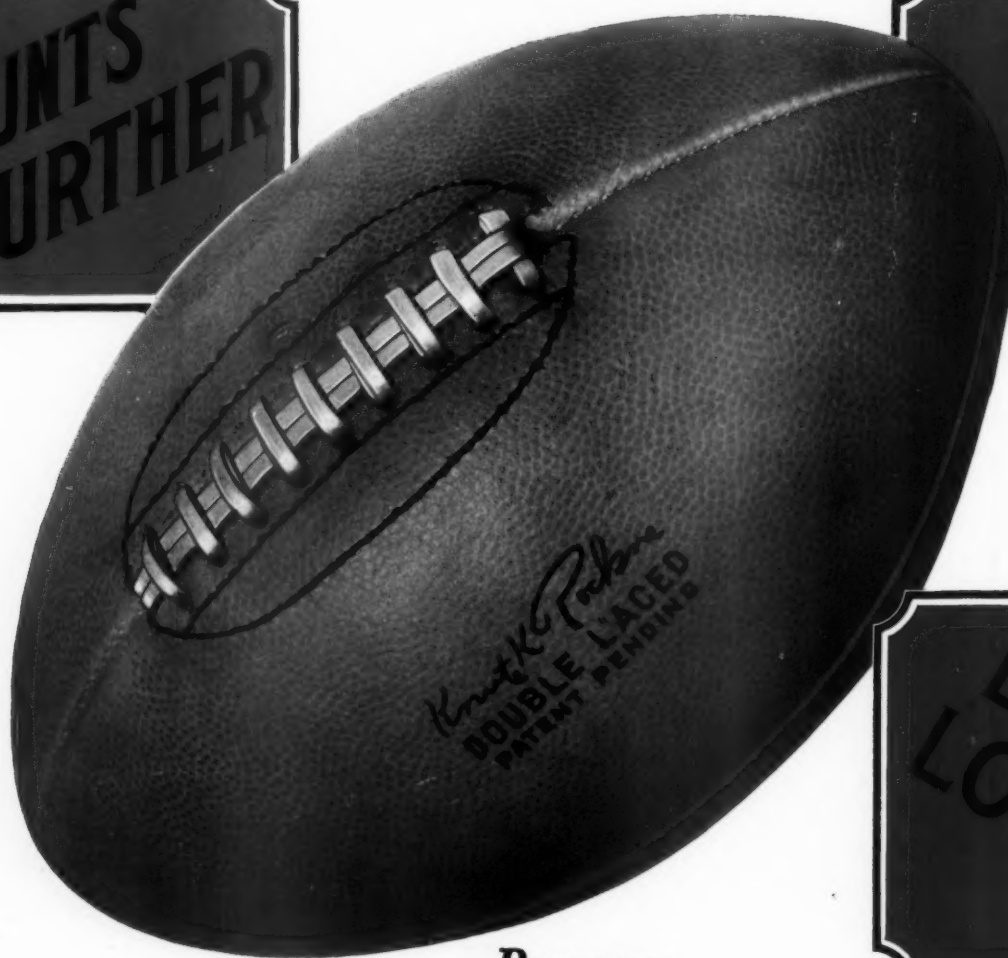
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# The ATHLETIC JOURNAL

VOL. VII

SEPTEMBER, 1926

No. 1

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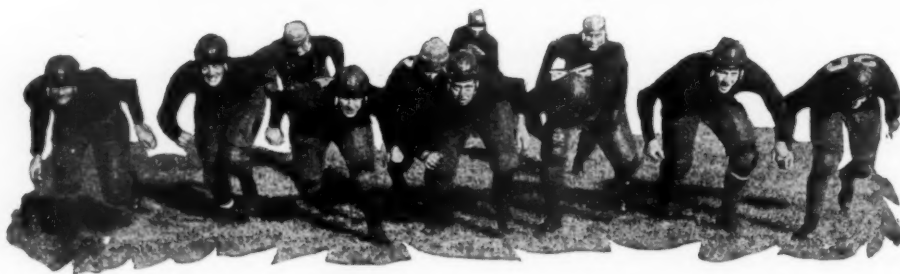
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CHICAGO



# The ATHLETIC JOURNAL

## Nation-Wide Amateur Athletics

Volume VII

CHICAGO, ILLINOIS

Number 1

## The 1926 Football Rules

By John L. Griffith

THE rules committee has wisely seen fit not to make any drastic changes in the rules of 1926. The most important changes are those which relate to the forward pass and the safety. Beyond these changes the wording of some of the rules has been clarified and certain ambiguities corrected. For the purpose of checking the changes which have been made, this article will attempt to outline the changed phraseology. If each coach will follow the article and then mark in his new rule book the changes, he will find it of value in studying the rules.

In Rule III, Section 2, the italicized words have been added. "A player who has not been in the game previously may be substituted \* \* \*." In the second sentence, "After a player has reported to the proper official and the change has been approved by his

captain, the substitution shall be considered as completed." This should prevent any misunderstanding in the future as to when a substitution has been completed since the captain must acknowledge the substitution, probably by indicating the fact to the referee.

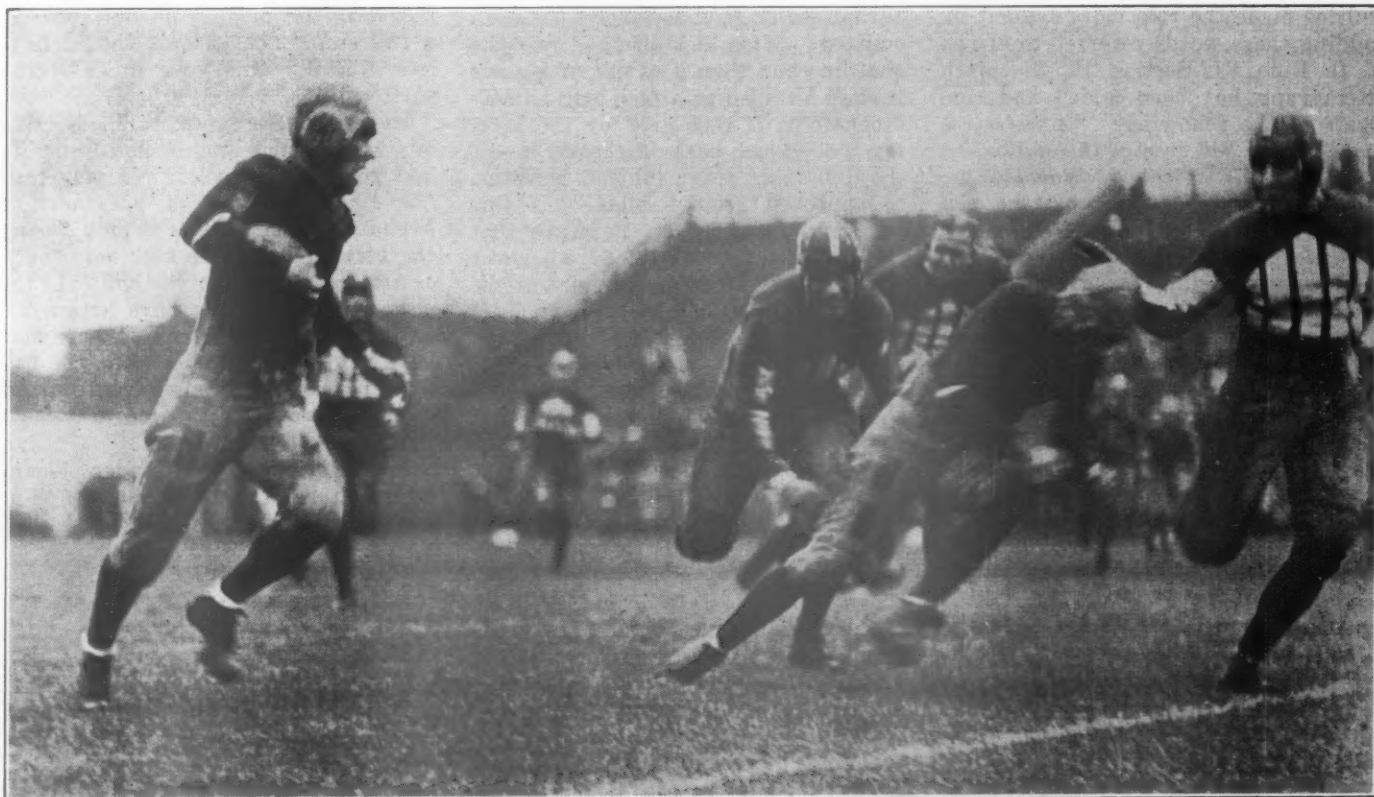
Rule VI, Section 1—FREE KICK. The words *and kick following safety* have been added to the end of the paragraph. The change made in the safety rule, which will be noted later, has made it necessary for the committee to include the kick following the safety under the list of free kicks.

Rule VI, Section 9, has been changed as follows: "The ball is out of bounds when either the ball or any part of the player who holds it touches the ground on or outside the side line, *the side line extended or the end line.*" It has always been assumed that if a man

touched the ground on or outside the end line that he would be out of bounds. However, it is well to have it so stated in the rules book.

Rule VI, Section 13 (b), now provides that the ball is dead when the ball goes out of bounds. In last year's rules the following words were found after the word "bounds": "after a kick which has crossed the scrimmage line before touching a player who is on-side." Last year considerable confusion was occasioned by this rule which made a free ball out of the one which crossed the scrimmage line after touching an on-side player and then went out of bounds.

Rule VI, Section 15. The following has been added as a third paragraph under this section: "*It is a touch-back if a ball before becoming dead crosses the end line or the side line extended, provided the impetus which*



Captain Lautenschlager of Tulane University is here shown carrying the ball in the Tulane-Northwestern game last year. Note the Tulane interfeer attempting to block off the Northwestern player who is using the stiff arm to keep the blocker away from his legs.



The picture above, taken in the Army-Navy game in 1925, shows Yoemans, the Army quarterback, passing the ball to Trapnell, the left halfback, for a run around left end. Note the interference which is forming as the play develops.

sent it across the goal line was given by the attacking side." Football players have always had some difficulty in distinguishing between a touch-back and a safety. It is well that the committee made the rule more explicit by adding these words referred to above.

In Rule VI, Section 16, the sixth paragraph has been added and consists of the following: "A safety is made if the ball crosses the end line or the side line extended, provided the impetus which sent it across the goal line was given by the side defending that goal." This, like the rule referred to in the preceding paragraph, makes very clear the distinction between a safety and a touch-back. Although the officials have always determined as to what man gave the impetus to the ball which took it across the goal line before rendering their decision, for some reason or other the language of the rule has been confusing. This additional wording of the rule should be beneficial.

Rule VI, Section 17, has been changed as indicated: "Crawling is an attempt by the runner to advance the ball after he has been downed; viz., when any portion of his person except his hands or feet touches the ground while he is in the grasp of an opponent." Formerly the rule read that crawling was an attempt by the runner to advance the ball after it had been declared dead. This new ruling

will make it possible for the referee to give the man with the ball more protection than he could under the old rule.

Rule VII, Section 2. The third paragraph which read as follows has been omitted: "If a kick-off goes over the goal line and then goes out of bounds it shall be ruled as a free ball, namely touch-down if recovered by the kicking side, touch-back if recovered by the defending side; subject, however, to approved ground rules." If this paragraph is left out, it means that the ball will be ruled dead whenever it crosses the side line extended or the end line. Inasmuch as the ground is usually uneven at the ends of the field and often the playing field is enclosed by a fence, it is desirable that there should be no scrambling for a ball that has gone out of bounds.

Rule IX, Section 5, now omits the following words at the end of the first sentence: "or line extended." Further in the note under this section the following changes have been made: "Note: In all shift or huddle plays the players must come to an absolute stop, and remain stationary in their new positions and without movement of the feet or swaying of the body sufficiently long to prevent any doubt in the minds of the officials that the players have come to a full stop. In case of doubt the penalty shall be enforced." Formerly the note stated

that the player should remain stationary long enough to prevent any doubt in the minds of the officials as to the legality of the play. The new wording makes clear that the play is illegal if the players do not come to a full stop. The officials should have less difficulty this year in enforcing shift rulings.

Rule XII, Section 2. This section has been added and is not found in last year's rule book: "No player of the kicker's side who goes out of bounds while the ball is in play during the kick-off or a free kick may touch or attempt to recover the ball." In the past many questions have arisen regarding instances or cases where men have run out of bounds while the ball was in play and then have returned to the field of play in time to execute their part of the play.

Rule XIII, Section 4, under penalty the wording is now as follows: "For guard or center carrying the ball illegally, loss of five yards."

Rule XIII, Section 7. The rule formerly read: "At kick-off if the ball goes out of bounds (before it is touched by any player) before it crosses the goal line," etc. The words "before it is touched by any player" have been omitted. In other words, hereafter if the kick-off goes out of bounds before it crosses the goal line even if the ball touches a player it is to be brought back and kicked over.



Rule XIII, Section 8. The rule has been changed as follows: "If a kicked ball *unless actually caught by a player and then fumbled* other than at kick-off goes out of bounds before crossing either goal line, it shall belong to the opponents at the point where it goes out of bounds. A fumbled ball which goes out of bounds between the goal lines shall belong to the side whose player last touched it in the field of play, at the point where the ball crossed the side line. Note: This rule does not apply to forward passes. If such fumbled ball shall have been last touched in the field of play simultaneously by opposing players, it shall belong to the side which did not put it in play."

Rule XIII, Section 9, now omits the unnecessary words "whether it bounds back or not." In other words, if the ball goes out of bounds it is to be declared dead and brought in for further play.

Rule XIII, Section 12, contains a very important change. The rule now reads: "After a safety, the side making the safety shall put the ball in play by a kick exactly the same as if they had made a fair catch on their own twenty-yard line. See Rule XI." Previously the ball was put in play by a scrimmage from first down anywhere on its own thirty yard line. This rule will prevent a repetition of stalling tactics which were employed in certain games last year. To illustrate how the captain of a certain team took advantage of the old rule in a game where his team had scored seven points and late in the game it was evident that the opponents were driving for a touch-down, this captain recovered the ball on his twenty-five yard line, made three safe and time-killing plays, then ran back and touched the ball down for a safety. This meant that he could bring the ball out to the thirty yard line which he did. He then made three more safe plays and again gave his opponents a safety and repeated these tac-

tics for the third time leaving the final score seven to six in his favor.

Rule XVII, Section 1. The second sentence now reads "A backward pass by the snapper-back on the first, second or third down, which goes out of bounds, shall belong at the point where the ball crossed the side line to the side which made the pass and it shall count as a down." Formerly the rule read that the ball which was passed back and went out of bounds should belong to the team that recovered it. This simplifies a play which, while it seldom occurred, yet caused considerable confusion at times.

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The new football rules as drawn up by the rules committee of the National Collegiate Athletic Association have been published in final form and are now on sale throughout the country. The rules committee is appointed each year by the National Collegiate Athletic Association at its annual meeting in December. This committee meets late in the winter and an agreement is reached regarding the general changes which are to be made in the rules for the ensuing year. After the meeting the work of codifying the rules and of placing them in final form is left to a special committee. The work of this committee is never given to the public or the coaches until the rule books are issued and placed on the news stands.

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Rule XVII, Section 4—PENALTY. The description of the penalty under the rule which pertained to the forward pass striking the ground has been materially changed. The new wording is as follows: "If such *incompleted pass is the first incompleted pass in the series of four downs in which it occurs*, the side making the pass shall put the ball in play at the spot of the preceding down and the play shall count as a down. The point to be gained shall remain the same.

"If there has already been one or more incompleted passes in the series of four downs in which the pass occurs, the side which made the pass shall put the ball in play five yards back of the spot of the preceding down and the play shall count as a down. The point to be gained shall remain the same.

If, however, such incompleted pass occurs after a fourth down has been declared (i. e., if it occurs during a play following a fourth down), the ball shall go to the opponents at the spot of the preceding down." Note: These penalties may not be declined.

This rule which stipulates that the second incompleted pass in a series of four downs shall be penalized by a five-yard set-back of the team making the pass has occasioned a great deal of discussion throughout the country. While it is to be regretted that the forward pass rule was changed when it was working so well, yet experience will show that this new rule will not materially affect the game as has before been suggested. There is still no penalty for completing passes.

(Continued on page 48)



Wilcox of Purdue is here shown in an end run around Chicago's left end in the game last year. The Purdue men are breaking through to block the secondary.



# Suggestions for

SOME coaches are offensive tacticians, and others defensive. Whether a coach devotes the major amount of his time to offense or defense,

no team ever won a championship if it were not well grounded in defensive technic and strategy. Robert Zuppke has always had a fast charging line, and his idea of the blind charge which he has so interestingly described in the article that follows will be of interest to those who teach Zuppke's style of football. Gilmour Dobie, whose articles on the defense for forward passes follows, has some original ideas on this subject. Anything that Dobie says about football carries authority. W. A. Alexander's Georgia Tech teams are well qualified to represent his territory, and year after year rate with the best teams of the South. His suggestions regarding the work of the defensive fullback are worthy of careful consideration.

## Forward Pass Defense

The formation of an adequate defense against the forward pass is a problem which has worried all football coaches some, and the majority of them a great deal. No doubt the defense for it will, in the future, continue to be one of the most knotty problems with which coaches will have to contend. Since the introduction of the forward pass all sorts of defensive formations have been devised to cope with it. Only a few of them, however, have survived the test. In fact, none of them have proven to be everything that might be desired, but some few have proven to be quite satisfactory and have become more or less standardized through their general usage.

The defense which has probably been the most generally used against the aerial attack is known as the diamond defense, that is, a seven man line with the fullback from three to five yards behind the center, the halfbacks five to ten yards back and outside their tackles, and the safety man from fifteen to forty yards back, and about in the middle. The territory in the defensive backfield is then divided into zones and each defensive back is held responsible for the passes which are thrown into his territory. The fullback is assigned the territory between the defensive tackles and each halfback is made responsible for the territory on his side, extending to the sidelines back for a distance from fifteen to twenty-five yards. The safety man plays the ball almost entirely and is supposed to defend against

*September is none too early for the coach to plan his defense. Gilmour Dobie writes on Forward Pass Defense, W. A.*

all long passes thrown in the middle and to either side. In connection with this form of defense against passes, it is oftentimes customary to use a roving center to stop both running plays and the forward pass, but this variation is somewhat complicated, and if the defense is to succeed, the center must be an experienced player, quick, active and a good speculator.

Another form of defense against the pass, which is quite generally used, is a six man line with the center and two backs from three to eight yards behind, depending upon the down and the position on the field. The center is placed behind the middle of the line and the backs a little outside of each tackle. The other two backs are placed a little outside of the defensive ends and back from twelve to twenty-five yards, depending upon the down and the condition. The center then covers short passes between the defensive

tackles and the backs on each side of him cover short and medium passes between the tackle and the sideline. The two backs behind cover the deep passes, each being assigned the territory between the center and the sidelines on his side of the field.

Another method of defense against the forward pass, which is constantly growing in popularity, although for a time it did not gain so great a following as the zone system, is called the man to man system. The zone system has given trouble at times to all coaches because it is very difficult for a defensive halfback to stop passes thrown into his zone in cases where the passer is able to throw the ball accurately and fast, and where the receivers are

fast and clever, or when two or more receivers are sent into the same zone. This difficulty is practically eliminated when the man to man system is employed.

The man to man system may be successfully used in two ways, either by using a seven man line or a six man line. In the seven man lines one defensive back should be placed from three to five yards behind each tackle and each back thus placed should be assigned to cover the first offensive back on his side in case a forward pass is attempted. The other two defensive backs should be placed between the defensive end and tackle on opposite sides of the line, from eight to twelve yards back and each should be assigned to cover the offensive end on his side. With a six man line the four backs should be placed the same



ONE of the most valuable habits a defensive lineman must acquire is called THE BLIND CHARGE. By blind we do not mean that the player must charge with closed eyes.

In order to save valuable time and enable the lineman to check the progress of the offense immediately, coaches have developed the so called BLIND CHARGE—blind because the defensive lineman thrusts his weight forward before he can see where the opponents intend to strike.

# Defensive Football

*Robert Zuppke discusses the BLIND CHARGE, Alexander describes the duties of the defensive fullback.*

as described above in connection with a seven man line, and the center put back in a position where he can cover the fifth man who is eligible and who may attempt to go down or out to receive a pass.

In every case whether a zone system or a man to man system is used the men playing in the rush line should hurry the passer.

## The Blind Charge

One of the most valuable habits a defensive lineman must acquire is called THE BLIND CHARGE. By blind we do not mean that the player must charge with closed eyes. It is very important that the defensive lineman charges very quickly, and with the snap of the ball. In order that he may better be able to get off from his marks the instant the opponent's center snaps the ball, he must concentrate on that reaction only. The natural tendency for the man on defense is to divide his attention between the backfield and the football in the center's hands. This division of attention causes hesitation. The man would like to see where the opponents intend to strike, so that he may know in which direction to charge. If he is intent on analyzing the intentions of his opponents and waits for them to make the first move, he may act intelligently enough, but too late.

In order to save valuable time and enable the lineman to check the progress of the offense immediately, coaches have developed the so called BLIND CHARGE, blind because the defensive lineman thrusts his weight forward before he can see where the opponents intend to strike. The new recruit when learning to acquire this habit, doubts its efficiency. He finds it quite a battle against nature, for he wants to look before he leaps. It is almost like the blind reactions of a frightened animal devoid of deliberation. In the process of learning, there often arises the question of "How can I make the proper move, if I do not look to see where the opponents intend to strike?" The answer is "Charge first and look afterwards."

It is the ability to size up the direction of the opponent's play while both the offense and defense are in motion that makes for a first class lineman.

At the moment of the snap of the ball, the blind charge must move straight forward not to either left or right.

of reverse plays, split bucks, and deceptive plays of all descriptions. Since the blind charger moves straight forward at the instant the ball is snapped, he cannot be drawn out of the correct movement by decoys, for he will not see the deceptive movements of his opponents. He charges straight ahead first and then looks. By that time the core of the opponents play has developed and he can then change his direction and plunge into the core either to the left or right.

The defensive lineman, in order to facilitate his quick charge must assume a relaxed stance. He must not fix his attention on the ball so intensely as to cause his muscles to tighten up. We believe a man can react more quickly from a relaxed posture. Many a lineman is a failure, because he insists on tensing his muscles long before the opponent's center is ready to snap the ball. After the new recruit has learned to get off from his marks as fast, or faster, than his experienced fellow player, he is ready to learn something about other valuable football habits.

SINCE the introduction of the forward pass, all sorts of defensive formations have been devised to cope with it. Only a few of them, however, have survived the test. In fact, none of them have proven to be everything that might be desired, but some few have proven to be quite satisfactory and have become more or less standardized through their general usage.



## Defensive Fullback

In analyzing the individual position of the defensive fullback, it is necessary to omit a discussion of the co-ordination among the backs and between the line and backfield, both of which are essential to a sound defensive system.

The fullback must be mentally alert at all times, capable of matching his wits against the strategy of the offensive signal caller, and of considering the tactical situation, the down, yards to be gained, score, position of the ball and time. His must be a

flaming, fighting spirit, which will inspire his linemen and give them dogged determination to win no matter what the opponents may have accomplished. Physically, the fullback must be rugged and a glutton for the punishment which he will have to take in performing his assignments. Further, he does not have the opportunity to relax that the other backs have on the defense. He must be able to diagnose plays quickly and to start fast, even though he may not be a speedy runner. The fullback should take a position in front of the middle of the offensive backfield formation at a distance of from three to five yards behind the line of scrimmage from which he can study the offensive ends. It is absolutely essential that his position first of all will permit him to observe the hands of all



offensive backfield men within passing radius of their center. This means that he should be able to watch the initial pass from center and follow the progress of the handling of the ball in the backfield, never guessing at its location. To lose sight of the ball is fatal.

He should study the offensive ends, guards and backfield for tell-tale characteristics which telegraph the plays. The ends may station themselves so as to block opposing tackles or they may move out into the open to get a faster start downfield. Both ends moving into the open indicate a pass or a kick. One end adjusting himself to block the tackle and the other for an open play might indicate a running play in which the open end will come through to block the defensive fullback. Pointing their bodies and gazing in the direction to be taken are other characteristics. Guards often take a stance well back on their heels so they can come out of their positions fast, to get into the interference on wide runs or to protect a backfield passer. If they take this stance at least a line play is not indicated. Offensive backs often point their bodies toward, or gaze in the direction in which they are going, and sometimes the back

who is to receive the pass from center and carry the ball will become tense, move his hands and gaze intently at the ball while the other backs will ignore it.

Well designed running plays always provide for blocking the defensive fullback, so when the fullback's diagnosis indicates such a play, he should prepare to dispose of at least one blocker, perhaps two, before he can get to the ball carrier. If he neglects this, he may be sure that he will be knocked down frequently. To avoid these blockers on line plunges, he should move close in behind the cover of the linemen where it will be hard to get at him. Waiting and standing back in the open are disastrous. As he sees the hole open and the ball carrier coming, he should drive into it low to smash the opponent. If the fullback goes in high, he will get the wind knocked out of him. On the wider runs his best defense is the use of his hands combined with nimble feet. The rules permit the men on defense to use their hands, thus giving them an equal chance with the offensive blockers and interference. It is pitiful to see a pair of powerful hands and arms dangling at the side of a defensive player as he is cut down or blocked. By feinting with the hips and feet, the defensive full-

back may tempt his blocker into throwing his body the wrong way. Only clowns in circuses are supposed to be flat-footed.

Against forward passes the fullback should keep the receiver between him and the ball. He should not take his eye off the ball and when it is thrown he should not forget the man and play the ball. The coach will determine whether the fullback is to cover the short territory behind the line of scrimmage or the flat and wide space to one side.

The fullback should not stand and stare when a team mate intercepts a pass, but should give him something besides good wishes and hopes. Rather he should get a man and cut him down as quickly as possible.

In conclusion, it is the fullback's privilege and duty to be the spirit and inspiration of the defense. He should TALK, TALK, TALK, all the time, telling his team mates what he analyzed the play to be, thus making it possible for them to profit by his observations. If for no other reason, it is encouraging, especially if a line man is faltering, to get a slap on the back and a word of encouragement from a fighter behind him. He should drive his linemen; they like it and it bucks them up.

## Intramural Athletics at Purdue

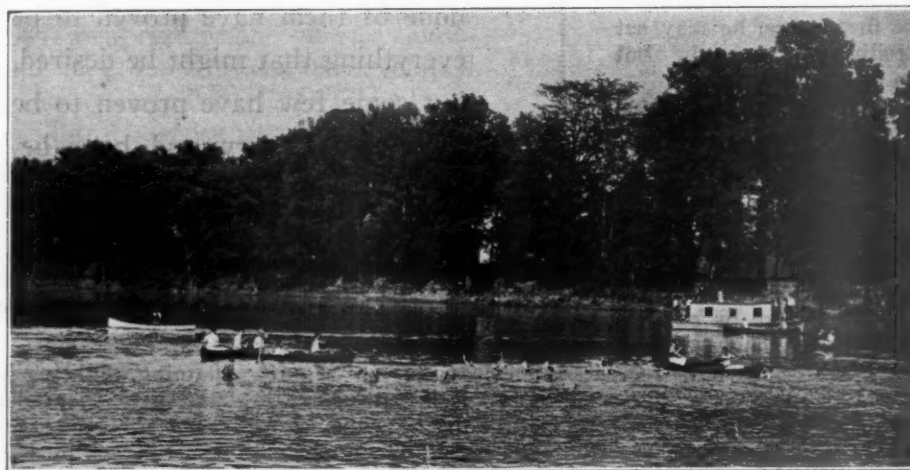
By Nelson A. Kellogg

Director of Athletics, Purdue University

**A**RIVER swim, suggested by one of the students, proved to be an interesting event in intramural athletics at Purdue. It attracted a large entry list and created much interest among the students.

**W**ITH the rising tide of interest in intramural athletic activities during the past five years, Purdue University has more than kept step with the advances being made in this phase of athletic competition, and today has one of the best equipped and most efficient intramural departments of the Big Ten. Purdue University leads in intramural work from a standpoint of the percentage of students taking part.

Intramural work was placed on a firm basis at Purdue following the arrival of M. L. Clevert in 1920, and during the past six years the department has flourished and progressed to what might be termed a near saturation point. A few figures will



show graphically what Purdue has accomplished in interesting students in intramural athletic activity. In 1922-23, 1,838 different students enrolled in one or more activities of the department, with some thirty-seven different sorts of competition open. In 1923-24 this number was raised to 2,031 different students with seventy-

three kinds of competition open, and during the year just closed, 1925-26, the names of 2,240 different men students out of a male student body of 2,657, appear on the records of the intramural department as having taken part in ninety-four varied activities.

Until this last year, co-ed athletic



work was in charge of Mr. Clevett, but in the fall of 1925 a separate department of physical education for women was established, giving him more time to spend on his work with the men students. With the co-eds under his direction, Mr. Clevett, in 1924-25, had a total of 2,485 different students engaged in intramural work out of slightly over 3,000 students enrolled at Purdue.

The intramural department is organized as an integral part of the department of physical education for men. Mr. Clevett is at the head of the department, and besides clerical help, has two student managers who by appointment are changed each semester. These managers are in turn assisted by a number of sophomores trying out for the position of assistant manager.

Fraternity men are organized most efficiently under the intramural system and each fraternity is represented by an intramural representative. Unorganized students are reached through an ingenious plan developed by Mr. Clevett. At the

opening of each school year, the town is blocked off into squares and wards, containing as nearly an equal number of students as is possible, are organized. A manager and an assistant are then appointed for each ward. These fraternity and ward representatives meet at various times during the year, for the purpose of arranging schedules, discussing rules, and other matters.

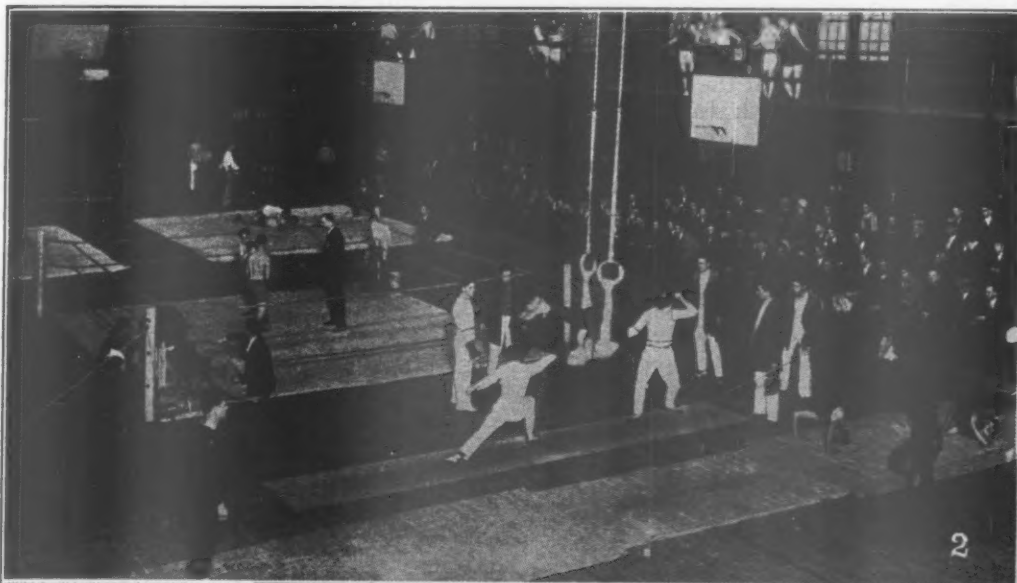
"Everybody likes to play, and if given an opportunity, will do so," says Mr. Clevett in referring to his success with intramural work. "The idea of intramural work is to get as many different activities as will attract students, and always be open to suggestions about new games and stunts. Keep all available equipment in good shape and going to capacity," are a few suggestions he makes. One of the students suggested a river swim this year and it was adopted, attracted a good sized entry list and created much interest among the students.

The intramural expenses are borne by the university, the only expense of the athletic department which is not

carried by its own funds. Awarding of medals plays no small part in the interest which has been generated at Purdue in intramural sports. Money used for medals has been increased every year since the department was established, and this last year some \$1,061 was expended for medals, trophies and other awards.

Nineteen different sports were offered to students during the year 1925-26, eight different groups engaged in them, and a total of ninety different contests were held under the nineteen sports. The sports offered included baseball, basketball, track and field, football, boxing, cross country, fencing, golf, gymnastics, hand ball, horseshoe pitching, wrestling, relay races, swimming, tennis, volley ball, bicycle races, cage ball and canoeing. The organized groups included military, fraternity, wards, church, independent, class and freshmen. A faculty division is also maintained, and during the last year one hundred faculty members took part in athletic activities, raising the total

(Continued on page 22)



(1) M. L. Clevett, Assistant Director of Athletics, is in direct charge of intramural athletics at Purdue.

(2) A glimpse of the intramural carnival, a big athletic feature at Purdue.

(3) Track athletics are important events in intramurals at Purdue.



# The Minnesota Stadium

By T. E. Steward

University of Minnesota News Service

**T**HE creative power of an idea has again been demonstrated. At the University of Minnesota, when it was found that rapidly growing student participation in athletics was crowding facilities unendurably, someone had an idea—and as a result facilities for indoor track, boxing, wrestling, orthopedic gymnastics, handball and squash racquets sprang into being wholly without the erection of any new building.

The idea was that Minnesota's Stadium, finished in 1924, was so constructed that the space beneath the seats might be transformed into splendid athletic quarters with the expenditure of a relatively small sum of money. This idea originated, perhaps, in the minds of the Stadium planners, who had designed the structure to make it possible. Its attractiveness found further reflection in the minds of the director of athletics, Fred W. Luehring, of Sherman W. Finger, the track coach, and of others. A year ago last spring, at any rate, the regents appropriated about \$100,000 for making over the Stadium interior for athletic purposes. By last fall the new rooms, tracks, and spaces, were ready for use. During the

winter thousands of students made use of them. The plan had been a complete success.

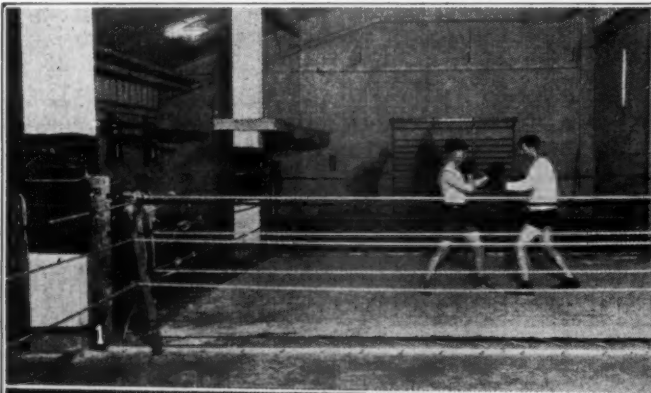
Minnesota's use of space beneath her big Memorial Stadium is thought to be unique. Team rooms, shower and locker rooms beneath a Stadium are not unusual, but in no other place, perhaps, has the idea of using that space been carried to so thorough a conclusion. Minnesota has even finished off a large suite of attractive offices beneath one side of the Stadium in which to house all the work of ticket administration and mail order sales.

The first quarters finished beneath the Minnesota Stadium were those necessary to the successful operation of football and track teams. There were built a large locker room, shower rooms, toilet facilities, a thoroughly equipped room for the work of the trainer's department and a splendid equipment room, over which Oscar, famous discoverer (some say he swiped it) of the "Little Brown Jug," presides with full dignity. On the opposite side are locker, shower and toilet rooms for visiting teams on the ground floor, and above them, the offices of ticket administration, with

plenty of space left for expansion of either. Adjacent, also, is the new orthopedic gymnasium in which approximately five hundred students a year take part in gymnastics for correction and special development which are so ably directed by Emil W. Iverson, Minnesota's hockey coach.

While the first of the work under the Stadium was in progress it was decided that further use might be made of some of this apparently subterranean space. Accordingly a big and comfortable room was finished off for the use of visiting alumni and "M" men on the days of the big games. It has become a favorite "fanning" ground, a place where the battles of olden days, "when there were giants" are refought, and the excellences and weaknesses of present day stars are liberally described, as is the custom among alumni athletes. This is used also as a varsity room in which Dr. Clarence W. Spears holds his chalk talks.

So far so good, said the athletic authorities when this much had been completed, but still they saw that little had been added to the actual facilities that would care for more athletics, inter-collegiate and intra-

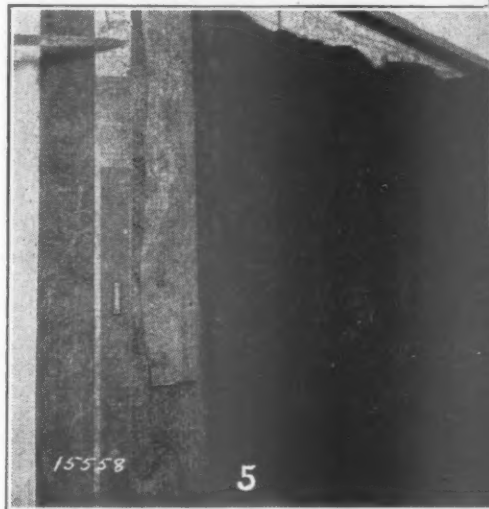


Pictures 1 and 3 show boxing and wrestling rings in the large boxing-wrestling room under the Minnesota stadium.

In picture 2 is seen one corner of the equipment room. There is plenty of space for an orderly arrangement of all equipment. Picture 4 shows a glimpse of the trainer's department.

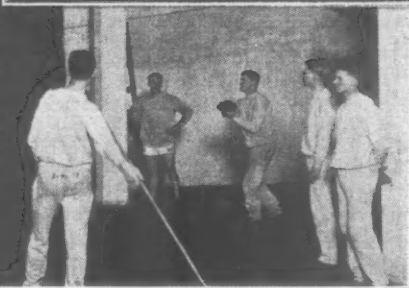


mural, or for other sports than football and track. Accordingly the regents were asked to employ the \$100,000 which they ultimately appropriated, for the construction of still greater facilities. It is as a result of this grant that the big room for boxing and wrestling, the handball courts, squash racquets courts, space for winter track practice and the orthopedic gymnasium, already referred to, have been brought into being.



Both boxing and wrestling have grown swiftly in popular favor among the Minnesota students in the past few years; the completion of the new, special room in which these sports now are carried on beneath the stadium has given Minnesota the best boxing and wrestling quarters in the Western Conference. The equipment includes nine punching bag platforms and bags, six punching dummies, chest weights, stall bars, two boxing rings, two wrestling rings, complete with ropes and mats, rope skipping equipment and other items, including a coach's office. This big room, measuring 120 feet by 20 feet provides everything that the instructor or athlete in boxing or wrestling might desire.

When freshman men enter the University of Minnesota they go through a searching and skillful physical examination. In the course of this, many defects are found in some students, and those, in whom the defects are serious enough to warrant an excuse for military drill, are assigned to the orthopedic gymnasium class. Here are corrected faults as flat feet and spinal curvatures, or even more serious ailments which promise to yield before proper gymnastic effort. The orthopedic gymnasium measures the same as the boxing and wrestling room, 120 by 20 feet, and is thoroughly equipped.



*In picture 5 the huge pile of hay bales form a mat against which the javelins and discus are hurled in practice. Picture 6 shows one of the 130-yard straightaways.*

Winter track practice has been provided for on the ground level beneath the Stadium. There are two straight-away tracks of about one hundred and thirty yards and a long, winding track partitioned off by a high and smooth board wall and lighted by electric lights, through which the middle and long distance runners can safely do their stuff even on the coldest days.

Close by, two of the concrete ramps leading from entrances to the seats in the Stadium have been knocked out and wooden runways have been built to replace them when games are going on and the ramps must be used. When there are no games in the Stadium these wooden runways are removed, and below them is left a broad free space for the winter use of athletes practicing in the field sports. Shot putting, high jumping, pole vaulting, and even the javelin, discus and hammer are practised in this relatively narrow area. To permit practice with the javelin and discus Coach Finger has piled up a thick curtain of hay bales against the stadium wall and the javelins and hammers are hurled against this mat, the height at which they strike from a given distance giving some indication of the probable length of the heave had it been completed.

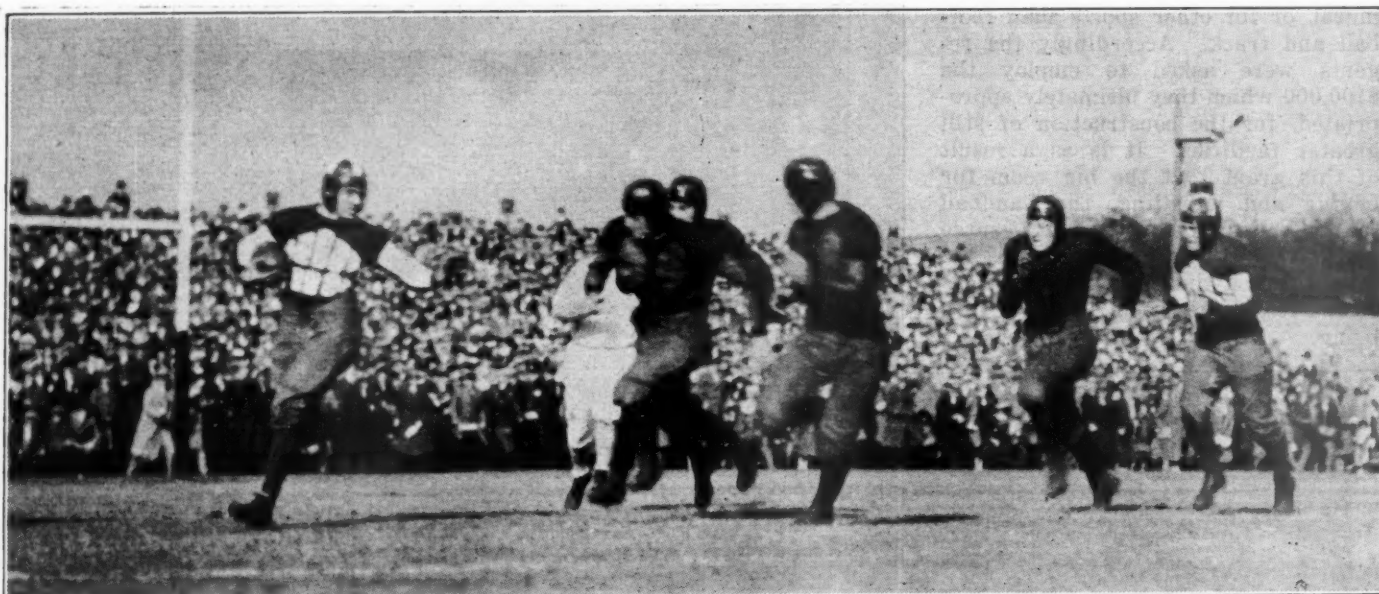
Visiting directors, athletes and coaches have said that Minnesota's development of facilities beneath its

Stadium is the best and most effective that has been made at any institution having a Stadium. These facilities will become even more useful in the near future when Minnesota starts work on the new field house, for which land just across the street from the Stadium has already been obtained. A tunnel will run from the field house to the end of the Stadium that contains the locker, shower, and coach's quarters, so that both ends of the athletic plant will be closely connected.

Minnesota is pioneering also in the introduction of squash racquets, which is a game especially suited to the older students and the faculty members. Scores of friends have already been made for athletics in the eight squash courts with which the Stadium is provided. Ten four wall handball courts are also in constant demand both by faculty members and students. The golf driving nets that have recently been added are also a notable asset prior to the opening of the outdoor golf season.

Dressing rooms beneath the Stadium were put to an unaccustomed use this spring when they became the quarters of Metropolitan and Chicago operatic stars who sang the principal roles in the opera "Aida," presented at night in the out-of-doors on a specially erected stage facing the closed end of the Stadium. It is estimated that 12,000 people heard the opera.





"Moon" Baker of Northwestern is shown carrying the ball in the Chicago game. The Chicago player nearest to Baker is about to tackle him from the side.

## Football Fundamentals

### Tackling

By Coach E. W. Bagshaw  
University of Washington

THE greatest thrill of football for me as a player, was to feel a well executed tackle where the tackler slammed his opponent to the ground and kept him there; as an old "grad" of the game, the greatest thrill for me today is still to see a well executed tackle. There is no fallacy in the frequently repeated statement that eleven good aggressive tacklers can make the best devised offensive look very sick, and vice versa. Any kind of an offense will look like a million dollars against a bunch of "neck wringers."

To every man coaching and playing football, there is the ideal tackle which constantly must be worked for. This ideal is rarely obtained, because of the rapidly changing conditions on the playing field and because of the "human equation" involved. A great part of the time one must be satisfied with stopping the runner, tangling him up, or changing his direction so that someone else can get him. But sooner or later, if the ideal is there, it will come, and what a wonderfully self-satisfied feeling will then occur.

A tackle must be aggressive. Too much stress has been placed on approaching, as far as possible, and on "getting set." We find too many men "getting set" and letting the runner take the initiative both mentally and physically. A good tackler will make the runner hesitate and at the moment he hesitates, he is lost. "Getting set"

does not mean stopping and coming down on the heels. It means that the tackler should get himself under control and collect himself so that he can drive at the runner, swerve him to the right or left as the runner may choose, but never let up on his aggressiveness. Some tacklers have such good muscular co-ordination that they can go at top speed and down the runner. Other men have not this development and must slow up a trifle before making their drive. I believe that in the early stages of a football man's career that it is better for him to come up fast and miss, than to begin to hesitate and "get set." After missing a number of times, the tackler will soon learn how to judge his timing and drive. This method will develop the aggressive player for whom we are all looking, while the "get set" and wait method will produce a hesitant player, who soon becomes lost.

Tackling may be classified in three groups; head-on or from the front, side, and from the rear. In all groups the essentials are the same. The first and foremost is body contact. The arms are mere appendages to aid in making the tackle complete. Too many players tackle with their arms and fingers, and it is no wonder that so many tackles are missed when one compares the muscular development of the runner's thighs, and the arms and fingers of the tackler. To get body contact, the tackler must make his drive so as to embrace an imaginary object a yard or two beyond the runner. In other words, he must go

through the runner who happens to be in the way.

Head-on tackling is the hardest because the runner has a choice of directions. In tackling from in front the tackler approaches the runner as if he were going to tackle on one side, then at the moment of contact throws his head to the other side of the runner. This movement will impose the body of the tackler in front of the runner. The tackler approaches as rapidly as possible with arms extended somewhat like a wrestler, and with a staggering stride. He watches and concentrates on the spot where he is going to hit (just above the knees). At the moment of contact the arms should be extended as far as possible around the runner. This will bring the muscles of the shoulder into play, and thus protect the bones and nerves of the shoulder. The back should be straight and not humped, so as to give a full blow of the entire body. The legs should be under the body so that they can keep on digging. To me, the wrist-lock, at the moment of contact, is very important. If this is automatically done, it prevents slipping and pins the runner to the tackler's shoulder. With the shoulder used as a fulcrum, the arms pulling towards his chest, and his legs digging, the tackler should be able to jam the runner to the ground without much difficulty. The tackler's head should be kept as close to the runner as possible, as this avoids pulling away and gives more power and body drive. Merely throwing the arms around the runner's legs and grasping



Harry Kipke, University of Michigan

them with the fingers will not hold a powerful runner, and it is just as easy to learn the wrist-lock as any other method.

Tackling from the side, or at any angle, is the easiest form of tackling, provided the tackler has enough drive to carry through the runner and his stiff-arm. At all times the tackler must try to get his head and body in front of the runner. In this way, if the arms should miss the tackle, the body or leg contact will stagger the runner. Tackling with the body and head behind the runner leaves too much to the arms, and a strong run-

ner will wade right through them. Some contend that head-before-the-runner method is conducive to injury from the knees of a high stepper, and for this reason they teach the head-behind the runner. But for my part, I do not believe that the hurts from the head-in-front are half so serious as the missed tackles and injuries from the heels received when using the head-in-the-rear method.

In side angle tackling, the arms should be back, the hands, eyes and head should be the same as in the tackle from the front. There may be one difference, that is, in side tackling the tackler may leave his feet to get at the runner. This he must not do too soon, for he must not lose the drive necessary to carry him through the runner's stiff-arm, and side stepping.

Tackling from the rear is just plain speed and courage enough to take a chance on the runner's heels. This may be avoided somewhat by tackling high around the runner's hips. Rabbit runners or small, unusually shifty men should be tackled high and smuggled; especially should this be true if big men make the tackle.

The agencies to develop tackling are usually three. (1) There is the stationary dummy, which is suspended from the dummy frame by a rope or chain without a stretch; care should be used in the employment of this dummy in not running too far. (2) The falling dummy which is attached to a pulley and counterbalanced with weights, gives way when tackled. (3) Then there is the traveling



E. W. Bagshaw, University of Washington

dummy which moves along a cable at the direction of the posts, the shock of the tackler being taken up by weights fastened on the ends of the running cable. The stationary dummy develops the arms and shoulders, because it requires the tackler to hang on, or he will be sent sprawling in the tackling pit. The falling dummy is the easiest, as no amount of ingenuity is required to bring it down. The traveling dummy, however, requires more muscular co-ordination to bring it to the ground, because by the system of pulleys employed, it is possible to move it at various speeds or

(Continued on page 32)



This play, which occurred in the Fordham-Georgetown game last fall, shows the kicker still off of the ground, and the man who blocked the kicker in the air; the Georgetown man who defended the kicker is about to fall on the loose ball.



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JOHN L. GRIFFITH, Editor

## King Football

With the football season approaching the question is frequently asked whether football will be as popular or more popular than it has been in other seasons. Last year's season was the best viewed from every angle in the history of the sport and there is no reason to believe that the game has yet reached its peak. Different managers have reported that their requests for application blanks for tickets at this time of the year is in advance of that of other years and there is every reason to believe that the general public will support the game even better this year than ever before. Football throughout the United States was played in 1925 under difficulties. In some sections it rained practically every Saturday and this, of course, materially affected the crowds. In the older universities the teams played, nevertheless, before capacity crowds. In the Western Conference despite the fact that the weather conditions were adverse, the total paid attendance exceeded that of 1924-25. In the smaller institutions results were not so good. In fact, many of the high schools and smaller colleges lost money on the football season because of the inclement weather. It is not reasonable to believe that we will have many years like last year and if the weather is favorable this season the total paid admissions for the school and college games should be far in excess of those of any other year.

There was a time when the public paid very little attention to football until after the World Series baseball games were played. This meant that the season from the standpoint of public interest was only six weeks long. Now the public shows interest in the game from the first of September until the last of November and even the early season games attract large crowds. A great many people are wondering whether or not professional football will this year interfere with the success of amateur football. In the writer's judgment, while it may be that professional football due to the impetus which was given it last year by Red Grange may draw more money than ever before, there seems very little danger that it will ever supplant the game as we now know it. On the other hand the coaches who are able to look into the distance and see the effect of the professional

influence upon any sport and those who are interested in the future of football will refuse to lend their sanction and support to the professional game.

The institutions will start this year with better equipment for football than formerly. New stadia have been erected throughout the country and old stadia and playing fields have been improved. It is safe to say that the seating capacity of the school and college stands has been doubled in the last ten years.

The army of coaches who will instruct the players in football this year is made up of men far better qualified to do good work than was true of the men of former years. This means that fewer mistakes will be made and as a result, friends rather than opponents for the game will be created. The standing of the coaches in their communities is higher today than formerly and for the most part the men who are teaching the boys how to play football have the respect of the players, parents and the school and college authorities.

There is no indication that the popularity of football is waning as viewed from the standpoint of the numbers of candidates for the thousands of teams. In fact, in many of the institutions, all of the men who really are qualified to play football are engaging in the sport in some form or other. Real football is not for those who are physically below par. In the institutions where football has been properly and sanely developed, the coach is no longer confronted with the problem of trying to get men out for the team. His rather is a problem of making proper selection and of adequately coaching and training the men who do come out.

The faculties in certain universities are apprehensive because football has reached its present heights and some of the academic departments have not grown correspondingly. Apprehension concerning football is nothing new. For twenty-five years educators here and there have raised their voices against this game. The objections to the game, however, that are being advanced today are new and they have to do mainly with the belief that football has grown out of proportion with the other college activities and departments. There is no danger, however, that high school superintendents or college presidents in any great number will rule that the game must be given up. Here and there we may expect to find an institution that will not encourage or promote the playing of interscholastic or intercollegiate football. In the past the institutions that have given up football have almost without exception sooner or later given the game a place on the sport program again. It is the duty and responsibility, however, of the coaches to make clear this point, that interest in things academic will not be extended by prohibiting interest in things athletic, and further that their concern should be solely as to what manner athletics can be made more helpful than at present to the institution, city and country.

Every man who is to coach a football team this fall is to be congratulated whether he wins or loses because he will have three months of the rarest kind of sport and further, if he does his job well he will have the satisfaction of knowing that he has made



an educational contribution that will not be secondary in importance to that of his fellow teachers. When this JOURNAL is read King Football will be on the throne. Long may he reign!

### Writers in the September Journal

THE JOURNAL with pride calls attention to the names of the men who have contributed articles for the September number of the JOURNAL. It would be difficult to find men better qualified to write on the subjects on which they have written than those whose names appear with their articles this month.

Robert Zuppke has for a decade and a half been one of the outstanding football coaches in America. His Illinois teams have for all of that time stood at the top or near the top of American colleges.

Gilmour Dobie of Cornell University has one of the most impressive coaching records of any man in the game. Wherever he has been, North Dakota, the University of Washington, the United States Naval Academy and at Cornell, he has won with surprising regularity.

Enoch Bagshaw, who played football under Dobie at the University of Washington, last year won the Pacific Coast Conference championship with a team that was characterized by its hard, sharp tackling. It is very fitting that Mr. Bagshaw should write on the art of tackling.

W. A. Alexander has for some time been known nationally because of his work at the Georgia School of Technology. Alexander is not only a great football coach but an administrator and director who stands high in national athletics circles.

Harry Kipke, assistant coach at the University of Michigan and All-American back of a few years ago, is one of the truly great kickers that the game has produced. Kipke can make a football do his bidding as Bobby Jones or Hagen can control a golf ball, or Tilden a tennis ball.

V. Green, who has written a very sane suggestive article on coaching a high school team, played center on the University of Illinois team for three years and has been coaching for three years at Waukegan High School. Green is an enthusiastic student of the game and bids fair to make a name for himself in football coaching circles.

Clarence Bush is a well known sports writer in Chicago. His articles have appeared in many magazines and in the *Christian Science Monitor*. Last year he attended at least one of the well known coaching schools for the purpose of getting in close touch with the men in football.

Jonathan A. Butler, field secretary of the National Amateur Athletic Federation, has had wide experience in athletics. For a number of years he was in the administrative offices of Princeton University and during the World War held an important administrative position with the War Department Commission on Training Camp Activities. After the war for a number of years he was with the community service department of the Playground and Recreation Association. This year he assisted in making a budget analysis of the athletic association finances of the Big Ten universities.

Boyd Chambers, director of athletics of the University of Cincinnati, has written about his experiences with night football. Chambers, who is well known in baseball circles as well as in other athletic activities, has an original mind and has contributed many ideas for the betterment of the different games.

Colonel Nelson A. Kellogg, director of athletics, Purdue University, was one of the outstanding distance runners of his time when he was at the University of Michigan. Since graduation he has served at DeKalb Normal School, the Universities of Iowa and Purdue. He was one of the few men who entered the first training camps and came out with a major's commission. He served with distinction with the troops in France. At Purdue he has developed a splendid type of organization which has attracted wide attention.

J. J. Lipp attended the University of Chicago. He is one of the founders and officers of the Chicago Officials' Association and has been officiating in the Conference for a number of years. His article on the head-linesman's duties brings out some points which are often overlooked by officials.

H. H. McCullough, who has permitted the JOURNAL to publish his thesis on the Status of State High School Athletic Associations, has taught in a number of high schools in Ohio. A year ago he did graduate work at Ohio State University and while there prepared this highly instructive article.

T. E. Steward, Director of the News Service, University of Minnesota, wrote the article on the Minnesota Stadium. A great many schools and colleges that are building stadia these days are wondering what to do with the space under the seats. Mr. Steward's description of the use made of the area under the Minnesota concrete stands will suggest ideas which may be helpful to others.

H. H. House, who has written the article on "Some Physical Education Relationships," was last year connected with the A. & M. College of Texas. This year he is a member of the Department of Physical Education, State College of Washington, Pullman, Washington.

THE JOURNAL has engaged a number of prominent and well known men, each of whom can speak with authority on the subject on which he will write, to contribute articles for the October JOURNAL. These articles will deal with the modern development of the game and with other subjects that will be of value to the men who are striving to keep abreast of the athletic times.

If you have some problem in athletics on which you would like to have some help and you will make your wants known, the editor will be glad to do what he can to see that the matter is discussed in the JOURNAL. Football and the other sports are continually changing, and the JOURNAL will keep its readers informed regarding modern developments in the season of the sport. For instance, the November number of the magazine will be devoted quite largely to information regarding the type of football being played in the leading universities of the country. This material will be authentic and will contain facts that will be invaluable to the students of the game.

# The Evolution of Football Technique

By Clarence A. Bush

THE value of great football systems, used by coaches who win a majority of their battles on the gridiron, is not susceptible of scientific proof. These systems are matters of faith and devotion, something that one believes in like a religion, but something that one cannot demonstrate like the proposition that two and two are four. Let us take the matter of punting strategy as part of a system for illustration.

"All the world knows when we are going to punt," says Robert C. Zuppke, highly successful football mentor at the University of Illinois, "we know it, and we don't care if the other side knows it, too. They will know it anyhow, soon enough."

On the other hand, Gilmour Dobie, now with Cornell University, who has to his credit a long record of undefeated teams at other institutions, propounds this opposite doctrine: "Conceal as long as possible your intention to punt, sometimes for surprise punting on the third down."

Some day football may be reduced to a science, though it is not likely. Today it is still in a very early stage of evolution. Even in theory you cannot put your finger on it and be sure it is there.

Two systems of gridiron philosophy may perform, side by side, the one proving every bit as successful as the other. Yet they may differ in details,

in major premises, or even be diametrically contradictory all along the line.

Nobody can say just why a certain system wins games. That is the reason why it is dangerous for young coaches to attempt to copy bodily the system of some great leader of the gridiron. The beginning coach may copy everything in a system but the vital thing, and yet it might be that nobody could point out the missing link. On top of that, all the great coaches declare that the mere copy cat is bound to fail. The problem of the young coach, then, is no small one. What is he to do?

Factors of variability in football are almost infinite, and that is why it cannot be put down on paper and followed like a science. Development of any science requires the elimination of variable factors and the control of all the elements and conditions. How impossible it would be to reduce football to a science at the present stage of its evolution, at least, is quickly seen.

For instance, any given system of attack may be good if used by players whose talents, individually and collectively, happen to fit the system. A coach blessed with such material one year may prove highly successful with his system. Next year he may get a different assortment of talent and his system will prove a failure.

No coach can ever be sure just what is the reason for the success or failure of his system in any given case. He may blame it on the execution by the players, but if his system is so hard to execute, is it a good system? The coach must draw some conclusions and act upon them, but he cannot be sure he is right, nor can anybody else prove he is wrong.

Army coaches, for example, have trained their West Point teams for years to send two men back on fourth down to catch punts. It has become a tradition that the close man is to get the short punts, and the distant man to get the long ones.

Coach Dobie of Cornell, formerly of the Navy, asserts there is nothing more ridiculous than this. Two men can do nothing, thinks Dobie, that one man cannot do much better in the way of catching punts. They interfere with each other, and like the fielders in baseball, let the ball drop between them.

Besides, putting two men back on defense means that a man must be taken from the defensive wall; a man

who cannot be well spared from blocking the opposing tacklers coming down the field. If the man who is to get short punts actually did any good, Dobie says, maybe there would be some excuse for putting him back. However, this coach says short kicks are nothing to be feared. The one receiver can run up on them, or they may be allowed to bounce short. If one man is good enough on second and third down, he is good enough for fourth down, also.

There is only one way to catch a punted football, any coach will tell you. Then each coach will proceed to describe and demonstrate a different way, and the difference in some cases is fundamental.

"Catch it with your hands," says Dobie. "Reach out and up and meet it with your hands, wrap your fingers around it and bring it into the chest. Don't try to catch it in your arms—it will go through. Don't try to catch it on the chest—it will bounce off."

If you've ever seen Dobie's fingers, you will understand why he tells his men to "wrap their fingers around it," for Dobie has, without doubt, the longest, boniest, sprawlingest fingers on record, and they don't do anything else but wrap around the ball any time they come near it. A player with short, thick fingers, however, would have a hard time catching a ball Dobie's way.

## ZUPPKE'S PUNTING RULES

*The ideal punt is made with one and a half steps. The quickest kick is a one-step.*

*If the punter wishes to kick high, he holds the ball high; if low, he holds the ball low.*

*Watch the ball until after the kick is made.*

*The leg swing should be forward like a pendulum, without a side arc on a horizontal radius.*

*Follow through—kickers who merely slap the ball do not get distance.*

*The punter should call his kicks "right," "left" or "short."*

*Place your kicks, get height as well as distance so that the ends may cover and hold the ground gained.*

*The punter requires a fine sense of rhythm and balance. He should speed the kick by increasing the speed of the rhythm.*

## HEISMAN'S PUNTING AXIOMS

*Never get back less than ten yards.*

*Don't let yourself be hurried; don't call for the ball until you are calm and ready.*

*Never take your eyes off the ball after it is snapped.*

*Don't jab your fingers at it and poke it away from you.*

*Don't take too long adjusting it in your hands.*

*Never take more than three steps or it will be blocked. Two are enough.*

*Never punt with your toe—always your instep.*

*Don't drop it too close; it will go straight up.*

*Don't let it fall too low—there'll be no force in the kick.*

*If opponents are not rushing you, don't hasten the kick, but hold it so as to let your line get down.*









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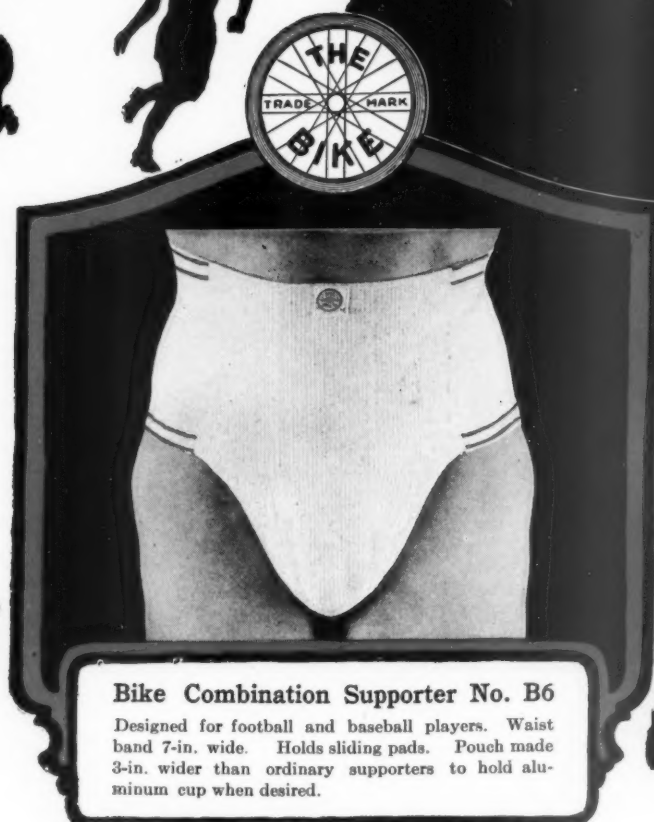
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This method is all wrong, according to J. W. Heisman of the University of Pennsylvania. "A football," says Heisman, "is not round like a baseball and it will not come down or travel through the air evenly as does the latter. You can't tell how it is going to wobble and, anyway, it is too large an object for the fingers and hands alone to grasp securely. The best way to catch a punt is to make a small basket of the hands and forearms, or at least these make the sides of the basket, while the pit of the stomach makes the bottom of the basket. In other words you let the ball come clear into the abdomen and strike there, and simultaneously with its striking the body, you clasp your hands on the outside of the ball and keep it there."

Another method taught by good coaches is similar to the foregoing, only one hand is held under the other to stop the ball from slipping through, the ball landing partly on the hand and partly on the abdomen.

Zuppke, on the other hand, advocates catching the ball higher on the anatomy. "The receiver," says Zuppke, "should stretch out both arms, one a little farther and above the other, and keep the body erect, being careful not to fight the ball, nor to protrude the chest at the time of contact. He then breaks the impact of the ball by relaxing both arms and body, and guides the ball into the pocket formed by the upper part of the body and the arms."

"In tackling," Zuppke says "keep the head up," while Heisman says "Lower your head so low it practically touches your forearm." Some coaches say, "Eye the knees." Zuppke says, "Tackle the thighs." Heisman says, "Watch the hips—tackle just above the knees."

Heisman advocates the head-on tackle as the easiest and most effective to make, but Zuppke declares it is the most difficult of all, and teaches his players to make the runner slant and get him from the side.

"As a rule," says Heisman, "a tackler should, whenever possible, get dead in front of a runner and tackle him front on. Not only is it easier and surer to get a man coming straight toward your arms than when he is going past you to one side, but in the former case when you get him—if you get him correctly—you throw him back toward his own goal. If you get him from the side he usually falls his own length toward your goal."

"If it happens that you are well to one side of the runner at the start, don't defer your tackle until you can outrun him and make a front-on tackle. Get him at the earliest fraction of a second, whether it is front-

on or sideways. But remember always that when he is coming down the field you should try to make a head-on tackle."

What Zuppke has to say on the subject is this:

"The head-on tackle is the most difficult to accomplish. The reason for this is that the runner with the ball has the choice of two sides. He can feint to his right, draw the tackler over, and then suddenly dodge to the left, making the tackler miss and sprawl. Therefore, the tackler should be taught the 'cross-over,' to approach the runner, let us say, pointing his right shoulder to the runner's left thigh, and just before the moment of impact, cross over and plant his right shoulder across both thighs of the runner with his head to the runner's left. The tackle from the side is not so difficult as the head-on tackle."

Dobie, like Zuppke, advocates the head up in tackling. "In making the head-on tackle," he says, "take a square position, lightly poised, so you can go left or right as the runner goes. Hold the arms out, crouching. Don't put the head down between the arms. You need the circle of arms and chest to get your man in—don't fill that circle with your head."

"Keep your head and face up," says Dobie, "up to the man so you can get him on your chest. Whether your head is on either side of the runner, let him come in on your chest, turning head up and toward the man."

Heisman says, "Get your head down as you dive for the tackle, so you can lift with the neck muscles to throw the runner off his feet, like a bull tossing a victim with his horns."

Then there are the three types of defensive line play. One is the converging, in which every man rushes through toward the spot where the ball receiver stands. Next is the cup defense, where the men in the middle of the line hold their ground and wait while the tackles and ends take two or three steps in and wait. Then there is the waiting line, where all of the defensive players stand up and wait for the play to come to them. Each type has proven successful for some coaches, while others have switched from one to the other with results inconclusive for any system.

These points of difference between great coaches, interesting and instructive in themselves, all focus upon this proposition: Every coach is justified in doing his own thinking in football, refusing to vacillate, sticking to his own stuff in the face of failure, providing the failure is not too consistent. There is one danger in such a policy, and that is that a coach may allow

(Continued on page 28)



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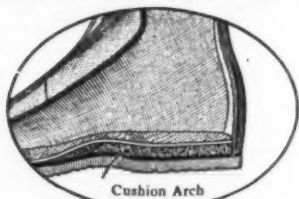


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# High School Football

By V. Greene

"Get your fundamentals sound and sooner or later you will beat your best opponent."

THE average high school football squad reporting the first evening for practice usually embraces from five to eight regulars from the previous season. The number of regulars and the number of squad men with experience available, together with the length of time before the first game, are the most important things for a coach to consider in preparing his team for the season's play. Of course, the location of the important games on the schedule is also a consideration; if strong teams are to be played early the team training will have to be more intensive than usual. As a matter of fact, however, it is always well to bring a team on fast, so as to make a good showing in the first games. Crowds and players react quickly to success. To a coach in his first year at a school the situation is somewhat different. All the men are strange to him, and their value unknown.

Each school naturally presents its individual problems to a coach and a system has to be worked out to suit the needs of that school. Probably most high schools are represented in football by one team, the school varsity. In the Chicago Suburban League we have two school teams, the first or heavyweight team, and the lightweight team with boys under 135 pounds. The "lights" play full schedules along with the heavyweights. Since our problem at Waukegan has been to popularize football in the high school and in the town, we have gone one step farther. Last year we inaugurated a "Freshman Varsity" with its own schedule of games, and thus kept three full squads, or about ninety men, actually playing all season.

Each squad has its own coach who, of course, has complete charge of the men in his group, organizing the team, giving the plays, and so on. The plan, of course, is that the Freshmen, and to a lesser extent the lightweights, will get valuable training and experience to be used later on the first team. The general system of play should therefore be similar to that of the first team.

The first night after the men have been weighed and have been issued suits, they report to their respective coaches. Of course, a man who shows enough ability may be moved up to the first squad at any time, regardless of weight or year. After the

men have appeared on the field in uniform and limbered up by passing, kicking, and so on, each squad is divided into two groups, line and backfield candidates. Then the real work begins—on the fundamentals of the game.

The success of a football team may almost be said to be measured by the amount of work spent in learning correct fundamentals.

A football game may be won or lost by the so-called breaks of the game, or one team may defeat another because of sheer physical superiority; but the team with the well grounded fundamentals is the team that most often comes out ahead. Those fundamentals are not taught in the locker



V. Greene, who played substitute tackle and guard at the University of Illinois in 1921 and regular center in 1922 and 1923, has been Director of Athletics and football coach at Waukegan Township High School since 1924. Greene received his training under Robert Zuppke, who is a master of details, a football fundamentalist and a stickler for the basic principles. Greene's experience as a player plus his coaching experience qualifies him to suggest to the other high school coaches, and in fact to college coaches as well, his idea of the method of handling a team in the early weeks of the season. Greene is modest and hesitated to write the accompanying article, fearing that some would think that he assumed to speak with authority. He is entitled to speak with authority; and while others may differ with him in certain matters, yet he has proven that his ideas are sound. The article on "The Evolution of Football Technique," found elsewhere in this Journal, brings out very well the point that football has not become stereotyped or standardized as have some of our other sports. In the meantime it is interesting to study different ideas.

room, or the night before the big game; they are learned by hard work and long hours under the hot sun of early season, and they must be stressed continually throughout the playing season; the coach must not become careless and forget to watch for the things that seemed so important at the start of the season. Correct fundamental play is really perfection of detail.

The first drill for both groups is practice in falling on the ball. It cannot be too forcibly impressed upon a young player's mind that a loose ball is never picked up. One of our slogans is "Don't take a chance—fall on the ball."

While the backs drill on correct form in passing and punting—short arm motion, proper steps, and so on, the linemen get the hardest work of all—what we call "batting practice," or "two on one." Men of equal size and ability are placed in groups of three; one man is on defense, two on offense. They line up on a ball which is held by a manager, and charge at the snap of the ball. Watching the ball, both on offense and defense, quick charging, playing low and using the hands on defense, sustained drive on the offense—these are the most important points for a coach to watch. This is the most valuable of all exercises for the linemen, as game conditions are here most nearly equalled. Men with courage and aggressiveness, as well as men with lack of tenacity, are quickly located.

After batting practice comes more falling on the ball, then blocking and tackling practice. A good plan for blocking work is to divide the men in pairs, and have them block each other in turn. They are instructed to aim high and to keep to driving. The man on defense, of course, is told to use his hands as he tries to avoid the blocker. In the tackling work the men are simply lined up in a long line, and each man in turn runs through with the ball. Of course the more clumsy linemen are relatively easy to tackle; but that is probably an advantage with the younger men, as early success in this difficult department of the game helps build confidence. Occasionally, too, a good ball carrier is unearthed; our best halfback two years ago started the season as a guard.

While the men are going through the above work, the backs, after the session of punting and passing, follow



approximately the same outline as the linemen for tackling and blocking. A good plan in connection with the block is for a man with the ball to follow the blocker and to dodge at the right time, using the protection furnished by the blocker. This easily illustrates the value of interference, and encourages the blocker to do his best.

Following the blocking and tackling work the backs next work on side stepping and pivots. A plan that we follow is to put down a number of headgears at five yard intervals; the backs then run at the helmets and use either a rolling pivot or a cross over side step at each one. Later when the men gain confidence and handle themselves better they are encouraged to try both sidesteps and pivots during tackling practice. Some become quite proficient in one, or both, within a few weeks.

The above exercises are followed by all three squads every night for the first few weeks of the season. This is work, and no mistake; the men need encouragement constantly. A sharp word occasionally helps, too, in bringing some boys down to business.

A practical setup that embodies many of the above principles is as follows: the ends line up in pairs, and go down under punts. The ball is put in play by a center, and the ends start down with the snap of the ball. Four backs are stationed as they would be in a game—two to receive the punt, and two to drop back with the ends and block at the right time. The ends are cautioned never to dodge the blocker to the inside, and to be careful not to "squat" when he throws the block, but to dodge and use the hands when in full stride. They are continually cautioned to attack the receiver from the outside, so that in case they miss their mark the man will at least be turned up in the middle, where the linemen should ordinarily be. The blockers are cautioned to follow the ends well back, and to take them out decisively. The punter is instructed to call all kicks—"right," "short," and so forth. The receivers obtain actual receiving practice under approximately game conditions.

The above work and other fundamental tactics that I have not mentioned, should occupy one hour nightly for several weeks—until the first game at least.

When the first plays will be given and team organization started naturally depends upon the personnel and the length of time before the first game. One year, with green material and four weeks in which to prepare, we spent the first week on the simplest kind of fundamental work. The

second week we started a team and gave one play; the next week one more play. We went into that first game with four plays—a line plunge, two off tackle variations, and an end run; and we won the game by five touchdowns against a heavier team. We had a kick formation with punt and place kick, and one pass which the quarterback had instructions not to use unless necessary; he didn't.

This year, with a game the second Saturday after school opens, we will give more plays and give them more quickly. For that game we may have as many as three or four plays from each of two running formations, but that depends upon the adaptability of the material.

Above all, the plays must be definite and easily understood; the signals must be simple and clear. I prefer a definite system of offense, designating each player a certain man to block; that fixes responsibility for each play and each player.

I have known high school teams that went into the season's first game with the plays and signals only a jumbled mass in each man's mind—those are the teams that lose their early games by high scores. As the cat with his one trick—the ability to climb the tree, fared better than the fox with his hundred tricks who couldn't outrun the hounds, so do the teams with only a simple play well learned have a better chance than a team with a hundred plays poorly learned.

Last Fall a certain team suffered two straight defeats, both close—a matter of inches. The coach added a new formation and new plays to the team's repertoire—and lost the next game also. There were only two games left on the schedule; the weather was bad and playing fields terrible. Enthusiasm and morale were at a low ebb; something had to be done. The coach discarded the new formation and pared the number of plays remaining down to the first few given at the start of the season. The week was spent brushing up on these plays. The team won the next game, in the mud; and in the final game the following Saturday marched seventy yards for the winning touchdown, using just three plays in the march.

I have left the most important of all the fundamentals until the last—the charge, both on offense and defense. A team that charges really well both on offense and defense will go a long way on that alone. Last Fall we held the finest set of backs in our league to two first downs, and completely stopped their vaunted end runs—because their line did not

charge. By playing our ends and tackles extremely wide and sending them across fast we made it practically a mathematical impossibility for their backs to get around on their wide-swinging end runs. Our three center men then fought along the line of scrimmage anticipating the inevitable cut back, and were very successful in breaking it up, usually with a loss of yardage to the opponents. Had their line, a powerful one which outweighed ours by many pounds per man, charged, there might have been an entirely different story. In the first place, we could not have played our ends and tackles so wide, for by doing that we so weakened our line that it could not have held a hard-charging outfit. In the second place our three middle men could not have moved along the line to meet the cutbacks; they would have been forced to fight in their positions to hold their ground. We lost this game on a break; a lucky bound by a fumbled ball, which does perhaps, at that, support some of the statements contained in this article.

The method that we use to secure a hard sustained charge is to line the men up in a long line across the field and have them charge at the snap of a ball. They charge ten yards and flop. This is also excellent conditioning work.

In closing I repeat a favorite admonition of Coach Zuppke, "Get your fundamentals sound, and sooner or later you will beat the best opponent."

## Intramural Athletics at Purdue

(Continued from page 9)

number of individuals in the intramural program to 2,340. A grand total of 9,259 students and faculty took part in all of the events during the year, counting duplications.

Military mass track athletic activity attracted the largest number of students during the year, 945 taking part. Fraternity playground baseball found 711 engaged, while 785 took part in fraternity regular baseball contests. The ward's high point of participation proved basketball, in which some 500 took part.

An intramural carnival, staged in Memorial Gymnasium at the close of the indoor season, has proved to be one of the biggest events of the school year. Hundreds of students take part in the affair, and practically every individual and team university championship is decided at that time. A moderate admission charge is made and students attend in large numbers. It was inaugurated several years ago and has grown in size each season.



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# Financial Administration of the Athletic Department

By J. A. Butler

National Amateur Athletic Federation

THE growth and prosperity of the athletic departments in the high schools and colleges of the United States have been attended by marked improvements in business administration. Looking back into the past at the way the financial transactions of athletic departments were often administered, one needs must wonder whether the improved business methods, which the leaders in this field have effected, have not been responsible for much of the present day prosperity of athletics. The trend for a number of years has been to tie the financial administration of the athletic department up with the general financial office of the university or to have it handled by an expert business administrator who works in harmony with the treasurer of the institution.

In eight of the ten universities comprising the Big Ten Athletic Conference, the university treasurer has complete charge of the handling of all athletic receipts and expenditures.

At six of these institutions all receipts from games are considered as property of the university and state (in trust), and no expenditures whatsoever are made therefrom without specific authorization of the Boards of Regents in accordance with their budget policies. In the two universities where the athletic funds are not administered directly by the university treasurer, they are handled by a business administrator who works closely with the university treasurer and the details of all operations (including ticket sales) are audited in the same manner as the general university funds are audited.

Business administration plays a responsible part in every enterprise, and proper bookkeeping methods are essential to good business administration. Bookkeeping should be regarded not merely as the keeping of a record of financial transactions but rather it should give the director up-to-date information on all financial phases of the business.

The business-like athletic director in the handling of financial matters desires four outstanding things:

1st. As simple a system of keeping financial transactions as feasible.

2nd. An accurate record of all financial transactions.

3rd. To have a well planned budget and to know at all times the relationship of his receipts and expenditures to his budget.

4th. To prevent financial leakage and to be personally safeguarded from even the charge of the misuse of funds.

## The Budget

The basis of the bookkeeping set-up of the athletic department should be the annual budget.

In the Big Ten Conference universities, for example, the annual budget of the athletic department is prepared and acted upon in the same manner as are the budgets of all other departments of these universities. These budgets are generally prepared in the following manner for the different

## A. FOOTBALL

Amount Expended 1924-25	Amount Requested 1925-26	Bookkeeping Account Number	Items	Increase	Decrease
\$ 6,871.29	\$ 6,000.00	1	Equipment		\$871.29
13,057.55	13,057.55	2	Coaches' salaries		
3,000.00	3,500.00	3	Trainers' salaries	\$500.00	
5,007.22	6,000.00	4	Travel of teams	992.78	
1,749.03	1,749.03	5	Medical attention and supplies		
1,000.00	1,000.00	6	Publicity and advertising		
1,988.57	1,988.37	7	Officials' fees and expense		
1,200.00	1,200.00	8	Expense of games, gatemen, ushers, etc.		
1,200.00	1,200.00	9	Miscellaneous expense		
919.58	919.58	10	Trophies and awards		
800.00	800.00	11	Postage		
9,289.67	8,000.00	12	Ticket manager's office, rent, salaries and supplies		1,289.67
800.00	600.00	13	Scouting		200.00
1,500.00	1,500.00	14	Care and maintenance of grounds and equipment		
3,151.41	3,000.00	15	Printing (tickets and general)		151.41
1,000.00	1,000.00	16	Liability insurance		
58,274.75	60,000.00	17	Guarantees and division of receipts	2,274.75	
		18			
		19			
		Etc.			
<hr/> \$110,258.37	<hr/> \$111,513.53			<hr/> \$3,767.53	<hr/> \$1,255.16

## B. BASEBALL

- 31 Equipment
- 32 Coaches' salaries
- etc., etc., etc.

## C. BASKETBALL

- 41 Equipment
- 42 Coaches' salaries

sports and the general operations account.

In preparing the budget the accounts should be arranged and numbered so that all items pertaining to equipment, for example, would be listed first. Therefore, football equipment would be listed as 1, baseball equipment as 31, basketball equipment 41, and likewise with other items. It will be found that the first ten items listed under football will be sufficiently detailed for the other sports. However, if other items are considered desirable they can be listed as 31a, 43a, etc.

The income section of the budget is prepared in table form with the following headings: Name of sport, list of games, net profit for each of the corresponding games for the preceding year, and the anticipated revenue from each game for the current year.

In the institutions where the budget plan is followed the treasurer places into the hands of the director at the beginning of each month a statement showing the exact amount of money that has been spent and charged to each account in the budget, together with the amount of each budget item unexpended. This procedure enables the director with a minimum of effort to know the extent of his expenditures and to plan accordingly. To make a budget and then not keep track of it, is, of course, ridiculous. However, there are relatively few athletic directors who know definitely whether they have kept within their budgets until the end of the fiscal year.

Keeping books according to the above method is very simple. In one of the largest universities of the country one girl operating an Underwood Bookkeeping Machine does the bookkeeping for every department of the institution, including the athletic department. The athletic director of this university is not only supplied with a statement of the status of his budget on the first day of each month but is also mailed a bookkeeping machine copy (1 sheet) of every item debited or credited to each account of his department during the month.

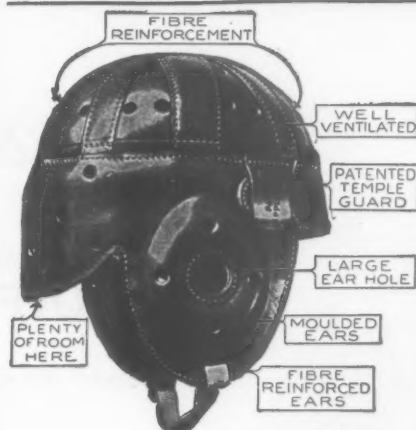
#### Bookkeeping Method for High Schools and Smaller Colleges

The foregoing method of bookkeeping may be adapted to serve any athletic department regardless of size, and the work need not be done by an experienced bookkeeper. It is advisable that the books be started by someone who has some knowledge of bookkeeping, and from that point anyone who is painstaking and reliable may be put on the job. Two books which may be secured from the stock

# D&M FOOTBALL EQUIPMENT

Designed and  
Endorsed by

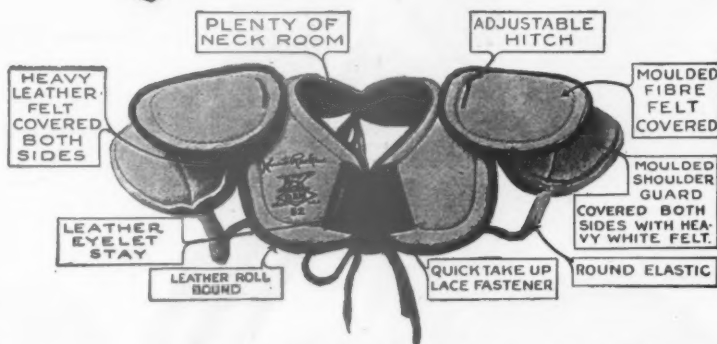
*Knute Rockne*



No Other Line  
Offers These  
Special Features

## No. 21H THE KNUTE ROCKNE

HELMET is made especially to give the utmost protection and, at the same time, freedom of movement. Made of special russet leather, with the best of workmanship on improved patterns.



**No. 52 KNUTE ROCKNE SHOULDER PAD.** Made to give as near absolute protection as possible, but to save weight is made of molded fibre, padded both inside and out with white felt. Heavy adjustable felt-covered fibre guard protects the joint in the shoulder. Round elastic under arms prevents chafing.

### THE D&M ROCKNE FOOTBALL PANT

has won the approval of players everywhere.

Certain features are embodied in all styles of D&M Football Goods and a wide range of prices makes it possible for any team to select the most satisfactory equipment for the amount of money invested.

Complete equipment is shown in our FALL CATALOG.  
Ask any D&M Dealer or send direct to the factory.



**The Draper-Maynard Co.**

DEPARTMENT J

PLYMOUTH, N. H., U. S. A.

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NEW YORK, U. S. A.





# Finally

## Inflating and Lacing

### GoldSmith

No. X9 *Laceless* No. X9

(Pat'd. Aug. 25, 1925)

**Unlined  
OFFICIAL BASKET BALL**

Can be inflated or deflated in a jiffy to any desired air pressure

**GOLDSMITH ALL RUBBER VALVE**

A valve without metal or metal cap. Inflating is quick, simple, easy. Merely insert

The only real "Laceless" and most perfectly balanced Basket Ball ever made. Fitted with the new Goldsmith Rubber Valve Stemless Bladder (Patented Aug. 17, 1926).

#### A Basket Ball

That is Really Laceless

Inflated in a Jiffy

Absolutely Spherical and Perfectly Balanced

Without "Wobble" in Flight

Bounces True in Dribbling

Without Dead Spots Due to Metal Valves or Metal Valve Caps

Can be Inflated to Any Desired Air Pressure

Without A Lining, Greater Resiliency

Made of Tempered Hide from which All Stretch is Removed by our Special Process

Official in Size, Shape and Weight

We award handsome Trophies for Goldsmith No. X9 Laceless Basket Ball. Send us the name of your college or school, your conference and the time when the forward you contract blanks with full in

**THE P. GOLDSMITH**

CINCINNATI, OHIO

Athletic Goods



**lly Perfection!**

**ing Troubles a Thing of the Past**

**GoldSmith**

No. X5 *Stemless* No. X5

**Unlined---Waterproofed  
OFFICIAL FOOT BALL**

pressure without unlacing or relacing. They are fitted with the new  
**VALVE BLADDER (Patented Aug. 17, 1926)**

Merely insert inflating stem into valve, attach pump to stem and inflate to desired air pressure.

A perfectly shaped and balanced "Waterproofed" Foot Ball  
without a stem bulge. Fitted with the new Goldsmith Rubber  
Valve Bladder (Patented Aug. 17, 1926).

*A Foot Ball*

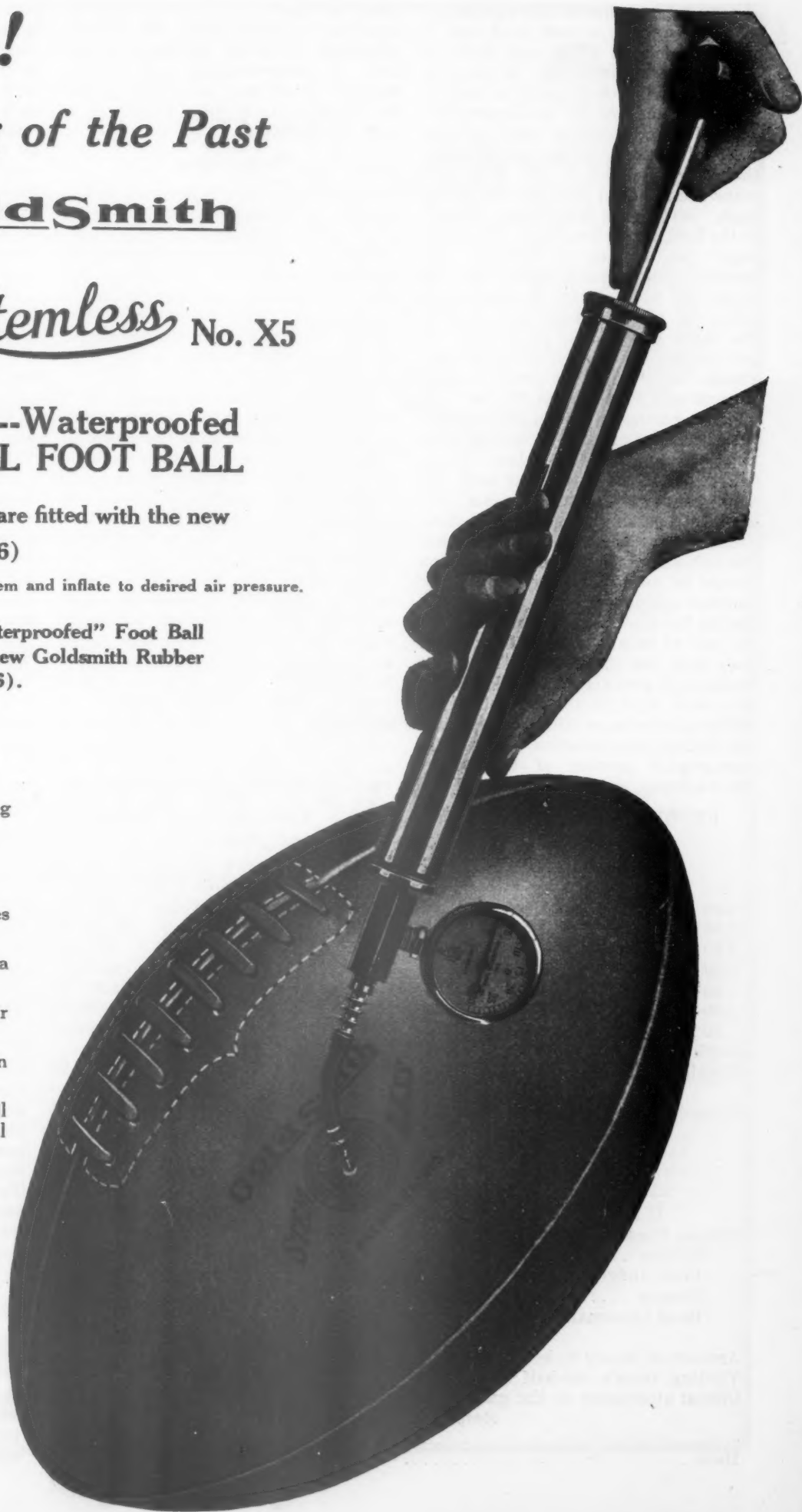
- Without a Stem Bulge
- With Dummy Lace (Only for Gripping  
in Forward Passing)
- Quickly and Easily Inflated
- Perfect in Shape and Balance
- Without Heavy Spots Due to Metal Valves  
or Metal Valve Caps
- Waterproofed—Will Not get Loggy on a  
Wet Field. (Patent Pending.)
- Can be Inflated to Any Desired Air  
Pressure
- Unlined — Gives Greater Distance in  
Punting
- Made of Tempered Hide from Which All  
Stretch is Removed by Our Special  
Process
- Official in Size, Shape and Weight

es for conference or league adoptions of  
asket Ball and No. X5 Stemless Foot Ball.  
lege or school, the names of the teams in  
when the ball will be adopted and we will  
with full information.

**SMITH SONS CO.**

Good Manufacturers

U. S. A.



of any stationer are all the equipment that is required: a cash book and a columnar ledger. The cash book is used for two purposes: to keep a record of all receipts and to keep a voucher record of all disbursements. The columnar ledger is used to keep a record of the accounts appearing in the director's budget. If more columns are required than appear on the page, the second page may be cut at the first purple line which will make page two become a fly-leaf, and thereby make the columns on the front and back of this fly-leaf available. If more columns are desired the third and fourth pages may be cut in the same way. One column should be devoted to each budget account and should be so labelled. In the first horizontal line in each column should be listed the amount allotted to the account in the budget (green ink). It will be noted that each column has two dollars-and-cents sections. In posting items in this ledger from the voucher record (cash book), the left-hand dollars-and-cents section should be used in listing the voucher number and the right hand section in listing the amount of the voucher. At the end of each month the bookkeeper may add the items in each column which will give the amount spent under each item in the budget. The difference between this amount and the budget appropriation would be the unexpended portion of the budget allowance. This item should be

listed in green ink. If the amount expended is more than the budget allowance, it should be listed in red ink. A comprehensive and concise monthly report may be drawn up for the director from this record in a very few minutes.

#### Ticket Sales

If particular care is not used in the method of conducting ticket sales, considerable financial leakage may take place. The business-like athletic director takes every precaution not only to prevent every possible chance of leakage in funds and the misuse of tickets but also to have the records of all tickets kept in such a way that they may be audited at any time.

The most satisfactory plan to follow is to have every ticket before a sale is started checked with the chart of seats. Then all of these tickets should be delivered to the person who will act as "stock clerk" of tickets. The treasurer of the college or high school would then hold in lieu of the tickets the signed receipt of the ticket stock clerk, whom the institution should have bonded. Inasmuch as the stock clerk is held responsible for every ticket, he will deliver tickets to no one without first receiving a proper requisition for them. The stock clerk regards every ticket as money. It should be his duty to see that every ticket which is requisitioned for complimentary purposes should be so stamped before it leaves his posses-

sion. The operation of this plan will in no way interfere with the system which the institution may follow to keep a record of the person to whom each ticket is issued. At the end of each game the ticket manager would make up a detailed financial report of all ticket transactions for the treasurer of his institution. Copies of this report should be made for the athletic director of each institution. It is suggested that the report of ticket sales be made according to the following form:

With the growth of interest in football the matter of handling tickets has become a real task. The National Cash Register Company has a new machine which seems to lend itself particularly to this work. This machine records orders, prints acknowledgments, totals sales and number of tickets sold, and makes a record of the particular game to which each order is to be credited. If the order is for a series of games or a coupon book covering different games, the machine credits the proper amount to each game. The machine can be adapted to make fourteen different classifications. The ticket manager of one of the largest universities in the Middle West who has been handling football ticket sales for more than fifteen years has made a careful study of the work this machine can perform and estimates that by using it this fall he will be able to alleviate all night work and reduce his ticket sales personnel very materially.

#### REPORT OF TICKET SALES, ..... Univ. vs. .... Univ.

##### FOOTBALL GAME—November 1, 1926

(Place played)

Price	Printed	Not Used	Used	Comps.	Letter Men	Sold for Full Price	Cash
\$3.00	492	8	484	264	12	208	\$ 624.00
2.50	2,198	2	2,196	231	94	1,871	4,677.50
2.00	3,678	109	3,569	219	41	3,309	6,618.00
1.50	2,602	1,286	1,316	2	4	1,310	1,965.00
1.00	2,000	1,374	626			626	626.00
.50	300	28	272			272	136.00
Bench Seats			81		81		
Miscellaneous							7.75
Student Coupon Books: Blue..	2,459						\$14,654.25
Yellow	558						
			3,017			3,017	1,508.50
	11,270	2,807	11,561	710	232	10,631	\$16,162.75
Officials Fees and Expenses:							
Referee .....						\$80.00	
Field Judge .....						91.35	
Umpire .....						94.65	
Head Linesman .....						165.37	431.37
Amount of money to be divided between two universities.....						\$15,731.38	
Visiting team's one-half share.....						7,865.69	
Official attendance at the game.....						11,561	

Respectfully submitted,

Ticket Manager.

Date.....

## The Evolution of Football Technique

(Continued from page 19)

his system to become grooved. Then his game will not keep pace with the evolution of the sport, and rival coaches will be able to calculate on what to expect of him too closely.

On the whole, the best attitude for a coach to take is that of General U. S. Grant, "We will fight it out along this line if it takes all summer." Stick with religious faith to your own central philosophy of football, at the same time keeping your eyes and your mind open. Watch for "new stuff." Take some of the best of every system and see if it can be fitted into your own. Try it out on the side, and if it doesn't work, throw it away and forget about it.

Though the great coaches may differ on everything else in the game, they will most all agree in advising the young coach not to adopt anybody's system bodily. Each coach should "roll his own." This policy will not only help each coach who follows it, but also advance the evolution of football technique.



# Fit them out *to win this year!*

## *Let this scientific shoe help your team along*

Here is the CHAMPION of all basketball shoes—designed by a man who has studied both basketball and foot troubles for years—Dr. W. E. Meanwell, of the University of Wisconsin. Properly fitted (and this shoe really fits) it spurs the wearer on—protects his feet and generally improves his footwork—even on slippery floors. There are seven unique advantages it offers:

1. Quick pivoting—The sole has been built up just under the joint at the base of the big toe. This Pivot Tread makes it easy to pivot quickly on these soles that grip the floor.
2. Cushion Protection—A sponge rubber cushioned heel seat is secured

under the non-heat insole. It prevents jarring, blisters, bruises and "pounded" heels.

3. Arch Support—The special design of the elongated orthopaedic heel protects and supports the arch at its weakest point.
4. Stubber Toe Guards—(Pat. applied for) Six layers of rubber and fabric to protect players who drag their toes when shooting.
5. Light Weight—The whole shoe is light in weight but strong enough to withstand hard practice and gruelling contests.
6. Perfect Fit—The forepart of the shoe allows expansion of the foot. The narrow heel fits snugly. The

arch support puts the weight of the body where it should be—on the heel and ball of the foot—not on the toes.

7. Long Wear—The whole shoe has a double foxing reinforcement and the best quality army duck is used in the uppers.

While the "Intercollegiate" was designed primarily for basketball it is also ideal for gym work as well as for any sport where agile footwork is an essential to good play. Ask any Servus dealer to show it to you or inquire direct.

Prices—Men's (6-12) \$5.00; Boy's (2½-6) \$4.50.

# SERVUS SPORT SHOES



# The Head Linesman's Duties

By J. J. Lipp

THERE has always been more or less of a tendency on the part of the spectators at a football game to consider that the head linesman is only a minor official who runs up and down the sidelines, keeping track of the progress of the ball. Even those in direct contact with the game, coaches and player's have exhibited a similar attitude, and a great many coaches have centered their attention upon the selection of a referee and umpire, content to let any good fellow, they believed honest, act as head linesman, provided he could rake up a sweater, a pair of knickers, and a horn.

In the last few years, however, there has been a gradual change in this attitude toward the head linesman. The coaches have come to understand just how much expert handling of the sticks, thorough knowledge of the rules, and constant alertness on the part of this official, can do to speed up the game and insure capably officiated games.

The duties of the head linesman, as set forth in Rule XXVII, do not seem particularly intricate or important, but a little reflection will bring realization of the importance of his task. In the first place, the head linesman calls all of the offside penalties. Everyone who knows anything about football knows how damaging it is to a team to be penalized continually for offsides, and also the unfairness to the opposing team if the offsides are not called accurately and strictly.

There is always a tendency on the part of the inexperienced official to "loosen up" when the ball approaches the goal line, disregarding offsides that would be immediately called were the ball in the middle of the field. But the official who is experienced knows that there can be no let-up at any time, and that both the spirit and the letter of the rules must be as strictly enforced inside the ten-yard line as in the middle of the field. There is but one set of rules, which must be applied in the same fashion every yard of the 120 yards of the playing field.

Vital decisions concerning offsides, often must be made by the head linesman. To illustrate the importance of his decisions, one needs only to take as an example the Iowa-Wisconsin game of 1925. In that game Wisconsin went over for a touchdown from the five-yard line, only to have the

score nullified and the ball brought back because of an offside. In the same game, when the ball was on the Hawkeye five-yard line, Iowa was penalized for an offside, and the ball put on the one-yard line.

The head linesman is also called upon to make decisions regarding the forward progress of the ball, the completion or incompleteness of forward passes on his side of the field, personal fouls involving the conduct of the players, and decisions relative to the marking of the point where the ball rolls or is kicked out of bounds on his side of the field. The head linesman must always be on the alert where the ball is fumbled close to the sidelines, for a question may arise as to who last touched or had possession of the ball in the field of play.

On punts the head linesman must be prepared to make decisions regarding running into the kicker or roughing him, and after he has satisfied himself that there has been no foul of this sort, a decision that he must make instantaneously, he should run down the field so as to be in a position to mark the point, should the ball roll out of bounds, or to call any foul which comes within his jurisdiction.

When forward passes are attempted on his side of the field the head linesman must be on the alert to assist the other officials in deciding the legality of the pass, the question of interference, and the touching of the ball by more than one eligible player. One example of the importance of a head linesman following a pass closely occurred in one of the big conference games last fall, when an end trapped the ball with his back to the referee and to the umpire, facing the sidelines in such a manner that the field judge could not make the decision. The head linesman, watching the pass, had put himself in a position to make this decision, and even after the pass had been called complete by the referee and the umpire, was able to have the correct decision rendered by his report to those officials.

At a kickoff, the position of the head linesman depends on the number of officials working the game. Where there are four, the head linesman should station himself at that end of the field to which the ball is to be kicked, so that he will be in a position to have his sticks set without delay for the first play. Where three officials are used, the head linesman's initial position should be at the ten-

yard restraining line. In either case, for the first play from scrimmage, he should take his position in the field of play, far enough inside to have a full view of the action, but far enough from the scrimmage so as not to interfere with a wide end run or a trick play. This may seem an indefinite statement, but with experience the linesman soon learns to determine the proper spot.

Besides the duties mentioned above, the head linesman has a great many details to watch so that an orderly and well conducted game will result. He must keep an accurate record of the downs and must see that the line sticks are moved at the proper time, and only at the proper time. He must select an assistant who will obey instructions; he must see that between quarters the sticks are moved with dispatch and set exactly for the resumption of play, and while keeping all these details in mind he must be prepared to make the necessary decisions which fall within his province.

There are certain qualifications that any football official must have, whether he be referee or head linesman. He must have a comprehensive and thorough knowledge of the rules, and he must not only know when to apply those rules, but he must have the courage to do so, regardless of consequences. One of the essential things about decisions is that they must be made instantly, decisively, and impersonally. Even if the official knows one of the players of the contending teams intimately, he should never designate him by anything else than the number which he wears. When the head linesman makes a decision, instead of shouting from his position to the referee, he should run on the field of play, designate the offending player by number, state briefly what the foul was, illustrating it if he so desires, and then retire again to his position. Above all, the official who is acting as head linesman must remember that the coaches, scouts and players will respect him and his judgment if his deportment is such as to inspire them with confidence that he knows the rules and is ready to apply them under all circumstances without fear or favor. The official who "calls them as he sees them" in a fearless decisive manner will always command respect. This cannot be obtained if the official carries on conversations with coaches, substitutes or others on the sidelines when the ball is not in play.



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Head Harnesses, Shoulder Pads,  
Jerseys, Pants, Shoes and all acces-  
sories are in stock. Order now while  
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The New Perfect Valve  
Foot Ball is Ready

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*Will Your Team Be Spalding Equipped?*

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*or your nearest Spalding Store*

# Night Football at the University of Cincinnati

By Boyd B. Chambers

NIGHT football was instituted at the University of Cincinnati four years ago, and at once became popular. Those in charge were fearful at first, that the affair would be so much on the order of a show that it would be considered purely an advertising stunt, with little thought given to the athletic side of it. The wholesome enjoyment of the evening by spectators and players that first year, and the three following years, has justified the continuation of one or two night games annually. Thousands came the first night out of curiosity. They have returned in greater numbers each year to enjoy a good football game under most pleasing conditions, a thing not possible at daylight games in the early fall in Cincinnati, because of the sweltering heat that exhausts the players after fifteen minutes of effort, and sends the handful of spectators home worn out physically, and more or less disgusted with football.

Three reasons were advanced, at the time, as paramount for trying a night game. Foremost was the terrific heat experienced the last week of September, when Cincinnati opens the season. Players had been in the habit of pushing and tugging wearily through a practice game at this time. There was a minimum of dash and spirit, and a maximum of water-buckets and times out. The first night game immediately changed this to a game replete with thrilling runs and the most spirited play on the part of each eleven.

The second reason was that of finance. While the writer is opposed to hippodroming and circus advertising in intercollegiate contests, the heavy expense of early games, and the small gate receipts, seemingly justified the desperate means to relieve the financial stress. For years not more than 2,000 had come out to watch the University team flounder around for the afternoon with some small and little known college from the neighborhood. The first night game attracted seven thousand, and each succeeding game has been witnessed by ten thousand or more. Although these are not great crowds, yet as compared with the numbers in the daytime games, there is great satisfaction to the treasurer in the change.

The third reason, one which few other colleges have, was the splendid

lighting equipment on hand, on account of the necessity for night practice at Cincinnati. Some of the readers will remember that the University of Cincinnati students at that time were obliged to remain in classes until five o'clock each day. The football squad worked at least one half of the time after dark—hence the necessity of a complete lighting system for practice purposes.

Many coaches have written to ask me the cost of installing a lighting plant. That depends so much on local conditions that there will be a wide variance in the first cost. No one should attempt a night game without at least twelve Cahill projectors each of which cost about one hundred dollars. Usually the local electric light company is willing to put up the poles and wires for a reasonable price. The lights should be high, the higher the better.

On fields where all the stands are on one side, it is better to have all lights on that side to avoid the glare in the eyes of the spectators. No lights should be used at the ends as they blind players catching passes. The plant at the University of Cincinnati should not be duplicated. There are some thirty-five small projectors with more carrying distance than the Cahill lights, but they tend to make the field spotty, while the larger lights, though giving less intense light, distribute it more evenly and thus make the play more accurate.

Fifty thousand watts are used on the Cincinnati field. This does not include the great number of stringers for approaches, ticket booths, and score boards. The total cost of "juice" for a game is about three dollars. If twelve Cahill projectors, with twenty-four thousand watts are used, the cost of the actual light is negligible. The cost of running extra wires, cleaning lamps, replacement of lamps, etc., does not amount to more than fifty dollars per game.

I make no claim that the highest class of football is played at night. I do say, however, that better football is played at night, at that time of the year, than in the daytime, in Cincinnati. There are more thrills crowded into one night game than into three or four early practice games by daylight. This is because the passing and kicking with the ghost ball is thoroughly enjoyed by the spectators and

the offense of both teams. Particularly is the broken field running better at night than in the daytime. In other words, the ball is in the open more often, and from a spectator's standpoint this is entirely desirable. There is no more fumbling at night than in the afternoons.

Another thing that the spectators enjoy at night, are the novel stunts by the cheer leaders in the way of electric lights and fireworks. This smacks of Fourth of July and political celebrations, and those in the stands really enjoy the show.

After all, if we consider the things that make for successful intercollegiate athletics—the comfort of the players and the sport they have, the enjoyment of the evening by the student body and—purists notwithstanding—the size of the gate receipts, we shall have to admit that night football has succeeded at Cincinnati.

## Football Fundamentals

(Continued from page 13)

make it stop or swing at the direction of the coach.

After all is said and done, the best agency for the development of tacklers is live tackling. By this method the tackler can develop his drive, timing and co-ordination as in no other way.

## Punting As a Factor in Winning Football

By Harry George Kipke

Good and accurate punting is one of the main factors in winning football. It is used more than any other play in the game, and its results are most telling. In eighty per cent of the games where the teams are evenly matched, the team with the exceptionally good punter will win.

Most any boy may be developed into a fair kicker, provided he receives good coaching and is able to apply it. It is not always the long kicker that counts most, but rather the one that can kick high, and place his punts consistently.

I have found in coaching boys to punt, that their tendency is to try for the long kick, instead of for accuracy, form and technic. There are many boys who are splendid kickers in practice and preliminary games, but when it comes to stiffer competition, they fail utterly. This is because they were not rushed during their practice kicking and therefore form the bad



habits of taking too many steps, and of handling the ball slowly.

There are many methods of teaching a boy how to punt. The method that I shall explain in this article, is one that I have found to be most satisfactory in the majority of cases. Of course there are exceptions and when I find a boy who does not grasp this method, I adopt another.

The punter should stand with his feet slightly spread, the kicking foot about a foot in the rear; his weight should be well balanced, largely on the left or forward foot. To receive the ball, he should hold his hands midway between the shoulders and the waist, or a little lower; he should catch the ball easily and not fight it, keeping his hands relaxed and allowing them to give with the ball; he should step up with the right foot not more than a foot in advance of the left, then take a natural step with the left foot and then kick. As he takes his steps he should adjust the ball in his hands. The left hand should be in front of the center of the ball, the right hand behind the center. The ball should be held by pressing the hands against it and should be dropped by separating the hands. It should be held about waist high with the long axis horizontal, but inclined about fifteen degrees across the path of the kick.

The kicking swing should start rather slowly but increase in speed until it reaches its maximum velocity, just as the foot strikes the ball. It is the sting in the kick that makes the ball travel, and to get this, the leg should be carried forward with the knee bent until just before the ball is struck, when it should be snapped out straight and the joint locked as the foot meets the ball. The toe must be turned down and the ankle joint locked and held rigid as the ball is struck. The foot should first meet the ball a little above knee high, but should follow through with it as far as possible.

To get a good spiral the foot should be "cut across" the ball as the kick is finished. The spiral is aided also by having the ball inclined across the foot.

In kicking for accuracy or out-of-bounds, the punter should stand as if he were kicking straight down the field. After receiving the ball from center, the kicker should turn and step toward the point where he wishes to place the punt. In other words a kicker should never attempt to slice or hook a punt away from a straight line, but should face the point to which he wishes to kick, then kick the same as he would if punting straight down the field. When punting to a certain spot or away from the quarterback, it is best to kick a low ball.

At 100 yards, the Bausch & Lomb Sport Glass covers an area of 84 feet. This is an achievement in binocular design that makes it particularly adaptable to sport use — for football games, the races, nature study, etc.



## BETTER VISION - BETTER SCOUTING!

Coaches, here is just the glass to send your men on their football scouting trips. They can't sit on the sidelines. But they can have the trick plays right in their laps. The Bausch & Lomb Sport Glass does just this. Wider vision than any similar glass on the market, a rapid focusing screw and brilliant illumination make it ideal for close-up football observation. Comfortable eye-piece lenses permit long use without fatigue.



**\$16.50**

Complete With Case

### HERE'S A SPECIAL VALUE

**NEW MODEL  
COLMONT  
\$29.75**



Also a good scouting glass. 8 power; wide vision for sports near and far; excellent for traveling. Compares favorably with higher priced glasses for illumination, field and definition. Try it for 10 days free!

### Ten Day Free Trial

The Bausch & Lomb Sport Glass is provided with a sturdy genuine leather carrying case—complete \$16.50. Fits conveniently into even a small pocket. Order one today and try it out. Send no money. At the end of ten days send us your check for \$16.50. If it isn't all we claim it to be send it back. There's no further obligation.

We also have a first class football stop watch at \$16.50

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We carry also a complete line of CARL ZEISS, HENSOLDT, BUSH, LE MAIRE and all other standard high grade makes.

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### SANI ONYX BASKET BALL BACKSTOP "BETTER THAN PLATE GLASS"

PURE WHITE MARBLE NO GLARE PERFECT SURFACE



GYM  
EQUIP'T  
CAT.  
No. 4

PLAY  
EQUIP'T  
CAT.  
No. A

**CHICAGO  
GYMNASIUM EQUIPMENT COMPANY**

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CHICAGO

# Physical Education Relationships

By H. H. House

Washington State College, Pullman, Wash.

**D**ESPITE the importance of the subject, time will permit little more than the mention of some of the outstanding relationships that the physical educator must understand for an intelligent and efficient discharge of his duties.

Health Education, nutrition, and athletics are considered by some as phases of the same thing—namely, physical education; while others separate them sharply, as sharply perhaps as they separate physical education from general education. These distinctions have been and are the source of much confusion for many teachers of physical education, of nutrition, of health education, and of athletics, because there is in reality no distinction between them or between physical education and general education. The controversy hinges merely on a question of emphasis, according as one lays stress upon physical training, or nutrition, or health education, or athletic sports. This variety of emphasis results from a failure to see the basic principles clearly. A further cause of confusion is the failure to make the proper distinction between physical education and physical training. Physical training has to do with bodily exercise in gymnastics, athletics, games, etc., where the motor element is predominant. Physical education is a larger and more inclusive term which embraces not only athletic sports but also a study of health and exercise in relation to the individual.

Physical Education may be considered the parent of the family of subjects in which we are interested, just as general Biology may be considered the parent of the biological sciences, the names of which are now almost legion, each with a different emphasis but having the same general purpose, the study of the living organism. As biology studies the living organism, physical education studies man in relation to health and exercise. The terms physical education and health education are now being used, each in the inclusive sense. Historically, the term physical education is the older usage and as such, until a more generally accepted term is evolved, we shall continue its use.

Having defined physical education as the inclusive term embracing health education, nutrition, physical training, and athletics, let us consider some of the things that are common to all. From the point of view of

education one cannot accomplish his best work unless one is trained in the principles of educational theory and practice and understands them. This involves a knowledge of educational psychology and the principles of education. In short, one must be trained as an educator, because if any phase of physical education is to be taught best it must proceed along sound educational lines; be it football or anatomy, training in health habits, or the value of spinach. Whatever the subject or activity the interest must be held and the right mental attitudes developed and fixed. This requires methods of proven worth and should not be left to haphazard experimentation. I do not mean that new methods should not be tried but when tried, they should be guided by the experience of the past. I am sure that on this point we are all agreed.

The scientific background of physical education should be the same whether one is teaching nutrition, trying to establish health habits, or coaching football teams. Physiology, anatomy and hygiene and their applications to bodily exercise must be understood and appreciated by all; else much harm can result. If this is not true in all cases, then the teacher of health education is likely to pass over the structure and function of the body lightly and think principally of its care, while the teacher of physical training may think principally of structure and function and overlook the value of care. A strong body may not be a healthy body, and a healthy body may not have the strength it ought to have. The groundwork of physical education must be the same in all its phases, if the teacher of one branch of physical education is to hold the respect of those who teach the other branches. Cooperation cannot result unless our professional ideas, aims, and interests are friendly.

The old feud between the physical director and the coach still exists, but the intensity is not so great as it once was, because we have a better appreciation of the work of each other. Where this antagonism exists, it is sometimes due to a lack of understanding. For example, the physical director may not understand the viewpoint of the athletic coach, and may not realize how scientifically the athletic coach has had to prepare for his work. In like manner, the athletic coach does not always understand the

work of the physical director. It is true, however, that either the coach or physical director is sometimes so poorly prepared that he cannot command the respect or enjoy the cooperation of the other. When this condition exists in a school or college, the best interests of physical education are at a standstill, or even move backward. It often happens that a man who has been a star football player secures a position as physical director and coach. As a coach he is fairly well qualified; as a physical director, not at all. This can only result in considerable damage being done to the best interests of physical education, especially if a man of this training is at all ambitious. He will make mistakes that even time cannot remedy. This point is aptly put by commissioner Tigert in speaking of his own case of a number of years ago. He says: "Of all the crimes I ever committed, the one I plead guilty to is that once back in those days, when I was young and thoughtless and directed athletics not only for men but for women, I coached a girls' basketball team without losing one game in four years. That group of girls went into the game with all the motives that are instilled into boys and men in contest, and whether they were physically unfit or not they went into the game. I have often said since then, that I never committed a greater crime than that. God only knows how much damage I did those girls. Now if that thing is going on all over the country today, and it is, it is not possible to say whether more good is being done in interscholastic contests among girls than harm. When you begin to think about it, you will find practically all the evils and dangers that come from the present system of physical training in America go back to this desire to win."

On the other hand, the man trained as a physical director and not as a coach is capable of making an almost similar mistake, the only thing in his favor being that he is not likely to injure the individual to the same extent as the coach. But the injury he may do to the best interests of physical education may be equally great. If he has not an appreciation of the social values of athletics and does not understand its ethics, its sportsmanship and its technique, he is doomed to a sorry failure, and physical education suffers because his failure in



athletics is used as an indication of his worth as a physical educator.

The coach who attempts physical training without sufficient knowledge injures the cause not only of athletics but of the other branches of physical education as well. Similarly the teacher of physical training who attempts coaching without having had the necessary training will fail at his work and at the same time injure the cause of physical education. Every teacher of physical education, whether he be athlete coach or teacher of physical training, should recognize what his training has and has not fitted him to do. At the same time each should accord the teacher of the other branch of physical education full sympathy and interest.

Finally, the ideal is for each to have general training in all fields of physical education—nutrition, health education, physical training, and athletics and then to specialize in the field to which his emotional make-up leads him. Each teacher then, has a scientific understanding of the difficulties of the other fields and also of the value of each kind of work in the promotion of physical education as a whole.

What is true of the coach and of the physical director may also be true of the health educator, the nutrition expert, and all others who are responsible for the training of mankind in matters of health and exercise. They may be well enough trained to see and appreciate each other's work and aims, or they may have that narrowness of vision which precludes any possibility of progress for themselves or for the interests of physical education.

It naturally develops that if physical training, health education, nutrition, and athletics are properly co-ordinated, each can be of great assistance to the other—no one phase is complete in itself, that is, self sufficing. They are all handmaidens of each other and they fulfill their aims and objectives completely only where they deal with each other on terms of respect and cooperation.

Physical education can vindicate and perpetuate itself only upon a scientific and an educational basis. Coaching a football team, if done properly, requires the exercise of educational methods just as much as the teaching of mathematics; and in addition to this it requires a scientific knowledge of the physiological and hygienic factors involved. The shrewd coach of today knows this and gives it careful consideration. He recognizes the value of gymnastics as an important factor in keeping men fit in the off season. He appreciates the

value of agility and bodily control, the effect of healthful habits of living and the condition that results from sufficient sleep and proper food. He is concerned about the mental attitudes of his players and tries to eliminate the causes of worry. He labors to break up harmful inhibitions so that his players may throw themselves into the contest with only the thought of doing.

The physical director, the health educator, and the nutrition expert know that men coached in this fashion learn lessons that they can learn in no other way. True, some harm may be done, and athletics cannot be defended from every angle; but there are some things of great value that cannot be gotten except in competition, for it is only keen competition that really tries character. It is here that loyalty and sportsmanship are developed along with the intensity of emotion which if directed rightly becomes intensity of character. Great character never clothes shallow emotions.

The child does not exult in duty for duty's sake or in health habits for the sake of having them. Requiring a student to study the Bible does not always keep him from swearing like a trooper. If what one learns is to be retained and used there must be interest to motivate it. Activity is fundamental biologically; hence the value of training over instruction, especially for youth. And if the training is to be valuable it must be interesting in itself, or it must be a means to an end. In the latter case physical training or athletics will usually serve as the end, and at the same time furnish the motivating agency for developing health habits. The normal boy drinks milk, eats eggs and vegetables, brushes his teeth and even washes his ears because he hopes to be an athlete some day. The girl too has aims and ideals, possibly athletics but more likely physical beauty or a career in one of the arts or professions. For these she is quite willing, perhaps more so than her brother, to submit to anything that will help her achieve her hopes.

Physical training and athletics thus furnish a valuable aid to the teacher of health education or nutrition, while on the other hand health education and nutrition establish those habits which are the basis upon which physical training and athletics can be most quickly built. Finally, let me say that we must have a broad vision, study the relationships, know the value of the various phases of physical education and of our own field in particular.

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# The Status of State High School Athletic Associations

By H. L. McCullough

Interscholastic athletics constituted one of the important phases of the high school as early as 1890. This activity grew to such an extent that school men found it necessary to organize the different schools of the state into athletic associations in order to have a better understanding of rules in inter-school contests. At present there are at least forty such associations.

A comparison of these associations will clearly show similarity and difference. Each state organization has been the outgrowth of experiences peculiar to that state, experiences which may help to solve problems in other state associations. It is our purpose to survey these organizations in the belief that the facts thus established will be helpful in planning the reorganization of the Ohio Athletic Association.

We have also been guided by the opinions and writings of men and women who are connected with athletics. Their experiences and conclusions ought to receive due consideration in determining the policies of any athletic body.

## Plan and Procedure

This study is presented in two parts. Part I consists of three sections and is an analysis of the constitutions of the state associations. Section one reviews briefly the formation of state associations. In section two the constitutions of the respective states are analyzed with regard to: (a) State Organization, (b) District Organization, (c) Powers and Duties of State and District Bodies, (d) Athletic Commissioner, and (e) Provisions for Contests, (f) Two tables are given showing the types of schools admitted and the dues levied. Section three is a survey of the eligibility rules.<sup>1</sup>

Part II is devoted to the Ohio Association. Section four gives the historical background as obtained from the files of the Association. In section five some changing conceptions in high school athletics are presented. Section six deals with the proposed reorganization with respect to (a) The Constitution and (b) Rules and Regulations. Finally, a proposed constitution and by-laws are presented.

The Appendices contain information of interest to all state associations. Appendix A presents the recent in-

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*H. L. McCullough of the Sandusky Public Schools has prepared a thesis on "The Status of State High School Athletic Associations" which will appear serially in the Journal. This article represents a great amount of work and should prove of value to all who are interested in the problem of the administration of high school athletics.*

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junction case in which the Ohio Association was the defendant. Appendix B outlines the proceedings of the National Federation of State Athletic Associations. Appendix C includes forms and cards referred to in the text. Appendices D and E contain items which might be helpful to men interested in high school athletics.

The items of the bibliography have been numbered. A citation refers to that particular item in the bibliography.

We are presenting this study with the knowledge that our data may not be correct in every detail. Some states may have regulations and interpretations which are not given in the constitutions but have been granted by custom or common consent. Some constitutions are not of recent issue. However, we have sought to establish cardinal principles which ought to be considered in the reorganization of any state athletic association.

## SECTION 1. THE FORMATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS

Interscholastic athletics did not always find a sympathetic response among educators and laymen. In 1888, D. H. Cockran, President of the Collegiate and Polytechnic Institute, Brooklyn, New York, expressed himself as follows (1, p. 314):

"I regard competitive athletics as one of the greatest evils with which secondary schools and colleges now have to contend." He lists the points against them as: (1) Injurious to health, (2) Stimulate the brutal instincts, (3) Cultivate a false standard of excellence and a low ideal of life,

(4) The games are cruel and dangerous, (5) They are destructive to scholarship, (6) They are breeding a race of gamblers and so-called fast men."

In 1901, the Iowa City Board of Education passed the following resolution (2, p. 127):

"Whereas, the Board believes that the spirit of its resolution on athletics . . . has been violated by both a portion of the pupils and teachers of the high school; therefore, be it

"Resolved, That any pupils of the high school, who engage in any form of organized athletics such as track team, football, etc., should be suspended from school and every teacher who in any way encourages athletics will be discharged."

Evidently, the same feeling toward secondary athletics prevailed at Milwaukee. "To such an extent have those abuses been carried on in some schools that athletics are no longer encouraged, and in some they are altogether forbidden, as has recently happened at Milwaukee." (3, p. 377).

Frank B. Wade informs us that "Interscholastic athletics were prohibited by the School Board of Indianapolis after 1907 with the exception of the State Track Meet. . . ." (4, p. 34).

We find one dissenting note however. W. G. Anderson, President of the Brooklyn Normal School for Physical Training wrote:

"It is not quite plain to me why the line should be drawn at competitive athletics and gymnastics or physical work, and not at competitive mental work. . . More students leave school and college because of ill health due to hard study than of bodily weakness superinduced by athletics. In the institution I represent, my best athletes are honor men this year." (1, p. 314).

This attitude led school men, who had a vision of the place and function of athletics, to organize the various schools of the state into associations for the purpose of controlling athletics and arriving at a better understanding of the rules. These associations have done much toward raising the standards of athletics and

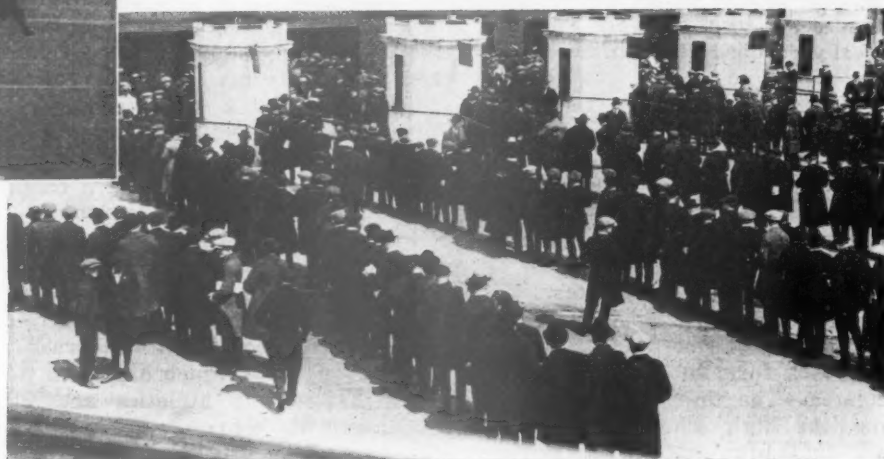
<sup>1</sup>The procedure used in making the analysis of the administrative and executive organization together with sample forms and cards is given in the Appendix C.

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eliminating bad practices and full credit is given to the pioneers in this movement. Relatively few of the constitutions give any history of their associations and such information as has been gleaned from them is presented in the following chronological order.

**Wisconsin**—Previous to the spring of 1895, representatives of various Wisconsin High Schools had engaged in inter-school contests, especially in basketball. As competition between the schools became keener the temptation increased to use players who had not really enrolled at the time of the game.

In 1896, at a meeting of the "City Superintendents and High School Section" of the State Teachers' Association, the subject of athletics in the high schools was considered of enough importance to require the appointment of a committee to draw up a set of rules to govern athletic contests between the schools. This committee proposed a set of rules and the organization took form in 1897.

**Indiana**—The first attempt to organize the high schools of Indiana into a single organization for the purpose of handling athletic activities was made in April, 1903. At that time a conference of high school principals was called and the conference ended with a body of suggestive rules and regulations called the Richmond Agreement. At a meeting of high school principals in December, 1903, a provisional constitution was adopted. At a similar meeting the same month a final constitution was adopted and a board of control of three members chosen.

**Iowa**—The Iowa High School Athletic Association had its organization in the Iowa High School Principals' Club. At a meeting of the Club in 1903, a committee was appointed to draft rules and regulations for the definite control of high school activities throughout the state. At a called meeting of the superintendents and principals, December 28, 1904, the Iowa High School Athletic Association was formed.

**South Dakota**—At a meeting of the superintendents and principals held in December, 1905, the South Dakota High School Athletic Association was formed and rules and regulations were unanimously adopted.

**Texas**—The Texas Interscholastic League was organized in 1910 at the State Teachers' Meeting. At first the League's activities were confined to debates among the high schools affiliated with the University. The following year contests in declamation were added and the membership to the League thrown open to all the schools

below college rank. Subsequently, there were also added, contests in spelling, essay writing, athletics, and music memory.

**California**—The California Interscholastic Federation was the outgrowth of a series of conferences that had been held previous to 1914 to consider conditions existing in many high schools because of the unsupervised inter-school contests. There was a general agreement that these contests would be beneficial if properly controlled. The first meeting of the Federated Council was held July 1, 1914, on the campus of the University of California.

**Minnesota**—At a meeting of the Superintendents section of the Minnesota Educational Association in 1914 the president appointed a committee to draw up plans for the organization of a State High School Athletic Association. The final report was given in 1916 and a constitution adopted and officers elected.

**Nebraska**—Prior to 1914 Nebraska had an association which did much to arouse interest in athletics and in proper athletic control. For various reasons, however, the first association decreased in size and influence until by 1914 it had practically ceased to exist. School men interested in clean athletics determined to reorganize and reestablish the association and a meeting for this purpose was called at Omaha on November 10, 1916. The result is the present organization.

**New Jersey**—The New Jersey association was formed at the instigation of Walter Short, now director of physical training in the public schools of Trenton. A call was sounded for a conference of football coaches with the view of ascertaining the advisability of organizing a state association. In response to the first call, faculty representatives and football coaches assembled at the City Hall of Newark and organized in September, 1916.

**New York**—A preliminary meeting to discuss the formation of the New York State Public High School Athletic Association was held in 1922 and was called at the suggestion of principals who wished to see the public high schools of the state merged into an association. The object was to promote track and field athletics along the lines followed by the State Association that conducts basketball. This meeting led to the formation of the present association which supervises basketball, track and field, and skating activities.

**Mississippi**—The Mississippi High School Literary and Athletic Association is the logical result of geographical regional groups to have some

basis for inter-group contests. The school-masters' clubs in some parts of the state have been in existence for nearly twenty years. Since 1919, at annual meetings of the Mississippi Educational Association, attempts have been made to coordinate these clubs into a state association. But the clubs were jealous of their authority and each was proud of its development and traditions. Not until 1922 were all groups found willing to make individual sacrifices that a state association might come into existence.

**North Carolina**—High School contests were inaugurated with the first Annual Interscholastic Track Meet, which was held at Chapel Hill, April 11, 1913. Following the success which attended this meet, State High School Championship contests were soon added in football, basketball, baseball, and tennis. From 1913-1924, the high school athletic contests were conducted regularly under the general supervision of the University Committee on High School Athletics. At a meeting held January 8, 1924, of the enlarged University Committee on High School Athletics, the committee—consisting in addition to the University members, representatives from the State Association of Superintendents and Principals—decided to proceed at once with the organization of the North Carolina High School Athletic Association. The high schools made a hearty response to the invitation and the Association came into existence in January, 1924.

## SECTION 2. ANALYSIS OF THE CONSTITUTIONS AND REGULATIONS

### (A) State Organization.

In order to secure the constitutions of as many states as had athletic associations, Miss L. Belle Voegelien, Librarian of the Bureau of Educational Research, Ohio State University, sent a letter to each state superintendent. The following letter to Tennessee is a typical one:

"I am interested in securing the handbook of the Tennessee State Athletic Association. My interest has been aroused by the fact that one of our graduate students is working on a subject which will necessitate his examining the handbooks of athletic associations from as many states as issue them. I trust that you will be able to send me a copy to assist me in securing the data for this student."

We secured the constitutions of thirty-nine states. Vermont and New Hampshire replied that there were no athletic associations in those states



but that the respective Headmasters' Clubs had adopted eligibility rules for the control of athletics in the secondary schools.

The report of the Committee appointed by the Association of Colleges and Secondary Schools of the Southern States gave a description of the organization in two additional states; namely, Alabama and Tennessee (5, p. 100-103). We have included Alabama in this section. That of Tennessee is copied from the preceding reference:

"Tennessee is divided into East, Middle, and West Tennessee High School Athletic Associations, and the Interscholastic Athletic Association composed of eighteen schools, chiefly preparatory schools. The East Tennessee Association is patterned after the Kentucky Association. These associations have been formed in the last year or two. The others have an Executive Committee of three elected by the associations, who have general control of contests and the enforcement of rules. Chattanooga has a city association."

The majority of the associations are independent organizations. There are seven that are controlled by or are responsible to other units. Maine is directly responsible to the Association of Secondary School Principals; Florida, Virginia, South Carolina, North Carolina, and Texas are controlled by the respective state universities; the association of Delaware is under control of the State Department of Education and extends to all public schools; New York is controlled by the State Department of Education. A. F. Westphal, State Director of Physical Education in Michigan, writes:

"We have in past years had a rather loose form of State Athletic Association. I am sending you herewith one of the copies of the constitution used up to this year. We are, however, changing this and by the middle of next month an assistant will be added to this Department whose full time will be given to all problems of High School Athletics. . . . The change was made possible under the law passed by our last legislature placing final control of public school athletics in the hands of the State Superintendent-

\* Arizona, Arkansas, California, Colorado, Delaware, Florida, Georgia, Idaho, Indiana, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

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(a) The Governing Body.

The governing body in the various states is known as: Board of Control (Indiana), Executive Committee (North Carolina), Federated Council (California), State Committee (Texas), and Central Committee (New York). The number of members on this body varies from three to fifteen. Alabama has one from each district, designated by the district board, and a representative of the State Department of Education; California has two from each district, elected by the district boards; Colorado has a representative from each league, elected as the league sees fit; Delaware provides that each county shall be represented by three members; in Georgia, each congressional district chairman is entitled to sit on the State Executive Committee together with the Professor of Secondary Education and two members of the University staff; Louisiana provides that the officers be elected by the members and that the president appoint two additional members; in Mississippi, the board is appointed by the Executive Committee of the State Educational Association; in North Carolina, four of the nine are elected at large; in New York, the Central Committee is appointed by the State Supervisor of Physical Education; Indiana, Ohio, Pennsylvania, Utah, Wisconsin, and Wyoming have a representative elected from each district; in Virginia and Texas, the Executive Committee is appointed by the President of the State University. In all other cases the members of the governing body are elected at large.

TABLE I. THE NUMBER OF MEMBERS ON THE STATE GOVERNING BODY

No. of Members	States
3—	Arizona, Florida, Idaho, Iowa, Kentucky, Nebraska, North Dakota, Oklahoma, Oregon, South Dakota, Washington, West Virginia.
4—	Kansas, New York.
5—	Arkansas, Indiana, Illinois, Louisiana, Massachusetts, Maine, Michigan, Minnesota, Mississippi, Montana, New Mexico, Virginia, Wisconsin, Wyoming.
6—	Ohio.
7—	Alabama.
8—	California.
9—	Colorado, Delaware, North Carolina, New Jersey, Pennsylvania.
10—	Texas.
12—	South Carolina, Utah.
15—	Georgia.

(b) Election of the Members.

The electing of the members of the governing body in the majority of

states is done at the annual meeting, where each school is allowed one vote. Wisconsin provides that in each district a committee of three, appointed by the board member of that district, shall conduct a primary election between October first and tenth. The two highest shall have their names submitted to the members of that district on ballots sent out by the Secretary of the Association. These ballots are signed by the principal. The returned ballots are brought sealed to the annual meeting, where they are canvassed by the Board of Control. A similar procedure is followed in Indiana, although the constitution does not state how the district nominees are chosen.

(c) Personnel of the Governing Body.

Alabama, California, Colorado, Indiana, Ohio, Oklahoma, Pennsylvania, Texas, and Wyoming rule that superintendents, principals, and teachers are eligible for election; Idaho, Iowa, Minnesota, Nebraska, South Dakota, Washington, and Wisconsin permit superintendents and principals to hold office; Maine, Massachusetts, and Michigan provide for principals only; West Virginia and Utah, for principals and teachers. Mississippi is more explicit. Her constitution provides that the State Committee shall be composed of two city superintendents, one high school principal, and one consolidated school principal. New York has a representative for each sport. North Carolina provides for a member from the University staff, two superintendents appointed by the State Superintendents' Association, two principals appointed by the State Principals' Association, four principals elected by the member schools, and the Athletic Committee of the University. South Carolina has eight superintendents or principals, three members from the University staff, and the State High School Supervisor. The members of the Executive Committee of Virginia are all of the University staff. The other states make no provision in this respect and we assume that superintendents, principals, and teachers are often elected.

(d) Term of Office.

The term of office of the members of the governing body ranges from one year to an indefinite term. Wisconsin is the only state electing its officers for five years. In Texas, they are appointed to serve an indefinite term. North Carolina provides that no superintendent or principal shall be eligible to succeed himself in immediate succession. Indiana has a provision which states that a member who has served three years is ineligi-



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ble for reelection until one year after retirement.

TABLE II. THE STATES AND TERM OF OFFICE OF THE MEMBERS OF THE STATE BODY

Years to Serve	States
1—	Colorado, Delaware, Florida, Kentucky, Louisiana, Montana*, New Jersey, New Mexico, Pennsylvania, South Carolina, Utah, Virginia, West Virginia.
2—	Arkansas, California, Kansas, North Carolina.
3—	Arizona, Idaho, Illinois, Indiana, Iowa, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Washington, Wyoming.
5—	Wisconsin.
Indefinite—	Texas.
No provision—	Alabama, Georgia, New York.

### (B) District Organization.

Thirteen of the forty states make definite provision for the supervision of districts. Some of the others have a rule which provides that the board of control may divide the state into districts and appoint district committees for administrative purposes.

Alabama has a board of managers of three for each district; in California, each district has a board of managers consisting of three for each league; in Florida, a director is appointed by the State Executive Committee, a man for boys and a woman for girls; in Georgia, each congressional district has a committee of five elected by the members of that district; in Kansas, the district is in charge of a director elected by the district; in Mississippi, a regional committee is elected by the region and includes a representative for every ten schools. This representative shall meet with the State Committee and have voting power. In Minnesota, a committee of three is elected for one year; in New York, a sectional committee is appointed by the Central Committee; in Ohio and Pennsylvania, a district committee, which includes the member of the Board of Control, is elected by the district; in South Carolina, each branch of athletics is in charge of a director and two assistants appointed by the State Executive Committee. In Utah, each section shall maintain its own organization. Virginia has a district committee elected by the schools of that district.

### (C) Powers and Duties.

#### (a) Of State Body.

\* Officers for three years, two remaining members for one year.

The power to interpret rules and decide protests is vested in the state body in the majority of states. Arkansas, Florida, Kentucky, Mississippi, and New Mexico give this power to the president of the board or chairman of the committee, subject to the state body. Georgia has an athletic council and South Carolina an eligibility committee for this purpose. Utah has an eligibility arbitrator. Whenever this power is given to district boards or regional committees, the state body constitutes a court of appeal. Florida provides that the case may be appealed from the State Board to the University Committee.

Arizona, Delaware, New Jersey, and New York make no provision in regard to suspension and expulsion and we assume that this power is vested in the state governing body. Nine states give this authority to the state body and some of the other constitutions make definite provision as to the exercise of this power. In Arkansas, the president suspends and the board expels by a two-thirds vote; Illinois, New Mexico, and Washington provide that the president may suspend and the board expel; in Idaho, Iowa, Nebraska, South Dakota, Wisconsin, and Wyoming the board suspends and the members expel by a two-thirds vote; Kentucky gives the president power to do both; in West Virginia, the board suspends and the members expel; Oregon suspends by a unanimous vote of the board and expels by a two-thirds vote of the member schools. Louisiana rules that if "The principal of a suspended school should change while the former school is under suspension, the second school will not be permitted to have membership in the association until the suspension of the former is removed." The authority to suspend and expel is given to some district bodies and this will be dealt with in a succeeding paragraph. Otherwise, the state body exercises this power.

In the majority of states the right to draft rules and regulations is vested in the membership. Usually, the board proposes the rule at the annual meeting or conducts a referendum vote. It is customary to submit these provisions at least two weeks in advance of the meeting. The following states are exceptions. In New York, the power to legislate is given to the Central Committee; in Texas, the membership may recommend to the State Committee; in Virginia, the Executive Council, composed of the director in each district, is the legislative body; in California, laws may be enacted by a two-thirds vote of the Federated Council; in Georgia and

(Continued on page 47)

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# The Annual Football Debate

By John L. Griffith

IT was in the faculty room opening off the President's office in a well known university. On the walls were portraits of former presidents, some of the founders of the college and of the multi-millionaire whose gifts had first placed the institution on a sound financial basis. A long table about which the trustees gathered at their annual meeting commencement week occupied the center of the room. Around the room were stiff backed, armed chairs now for the most part occupied by university professors. One of their number, head of a department and a venerable scholar, respected for his devotion to learning and his scholarly attainments was speaking. "Mr. President," he said, "many of us believe that the time has come for the faculty to take action to curb the growth of athleticism in this university. We have built or allowed to be built a stadium that is larger than the library or any single building on the campus. Next fall great crowds of people, many of whom are not interested in the intellectual achievements of the professors will congregate on the campus and will fill the stadium. Some of these persons will bring liquor with them and there will be more or less dissipation on the part of alumni and others in the fraternity houses and on the trains. Further, Mr. President, the athletic department will profit to the extent of three or four hundred thousand dollars from the admissions paid in at the football games. Some of this money will be used to pay enormous salaries to the football coaches and probably part of it will be paid directly or indirectly to the athletes who represent this institution and who are worshipped as demi-gods by their fellows. In view of these matters I suggest that at this time some drastic action be taken by this body."

When the gentleman had concluded his remarks he was followed by one of the younger members of the faculty—a man who had been a varsity athlete in his day and who today holds a proud place in the academic world. He, by the way, had kept in close touch not only with athletic affairs in his own university but also was conversant with conditions elsewhere. He said, "Mr. President, Gentlemen, I believe with my worthy colleague who has preceded me that the students of today are not so much interested in the intellectual life of

the university as we would have them be. However, I dare say that the students of today are as devoted to scholarship and the life of the spirit as were their fathers who attended college before the days of the big stadia. It is not clear that we can make scholarship more interesting by making athletics less interesting. If we could make all of our students industrious, sober and honest by limiting the football activities, then I would be in favor of restricting or abolishing the game. However, I am not convinced that such would be the result. I am not ready to condemn football because it is conducted at a profit and to extol baseball because it is promoted annually at a loss. It is true that the public two or three times a year comes to the campus in large numbers to witness the big football games and we all know that the alumni and others who make up these crowds will not congregate to hear the many interesting and instructive lectures that are given by the gentlemen who constitute this faculty. However, I have the feeling that if we cannot attract these men, many of whom were in our classes for four years to our lecture rooms we should not nevertheless make it impossible for them to come to the university to enjoy the games. Let us rather devote our energies to the end that our athletics will be clean and wholesome and the game inspiring and ennobling. Thus we may use our games as a means of educating the public to appreciate the finer social qualities as exemplified by our athletes."

This discussion which took place in the halls of one university is being carried on in nearly every college in the land. The first speaker is not the only one whose mind has not become accustomed to the thought of enormous athletic fields and big crowds at the football games. In fact, thousands of others who have noted the growth in interest in the college games are likewise questioning the desirability of the bigness of this American game of football. Some of the dissatisfaction with modern college athletics is founded on jealousy and some is occasioned by ignorance. For the most part the college athletic association is conducted as honestly as is any other department of the university. In the ten universities that compose the Western Conference, for instance, all money taken in at the games goes into the university treasury to be admin-

istered as other university funds or the accounts including ticket sales are audited by the university auditor. In the Conference for the school year 1924-25, football was the only sport that was conducted at a profit which was \$1,283,584.11. The sports which were not self supporting were track with a deficit of \$128,575.70, baseball \$67,061.16, swimming \$27,390.77, basketball \$24,504.75, wrestling \$22,666.85, golf \$15,411.88, rowing \$13,510.00, gymnastics and fencing \$11,805.32, tennis \$9,432.32, hockey \$7,751.64, boxing \$246.00. The profit from football was used, in addition to supporting the other sports, to maintain the intramural departments.

Since football is the only sport conducted at a profit by the Big Ten colleges it may be interesting to analyze the Conference budget for the fiscal year 1924-25. That year the total receipts in football, less guarantees paid visiting teams amounted to \$1,720,482.52. It cost these ten universities \$436,898.41 to train 2,418 football men and to play fifty-four games. The salaries paid fifty-two coaches were \$130,575.46 or an average of \$2,511.06 per man. This list includes not only head coaches but assistant coaches who for the most part are paid only for services rendered the football department in the fall. In other words, they received pay for assisting in other sports or in some other university department. None of the head coaches in the Western Conference are paid more than heads of other departments. These ten schools spend on an average of \$5,007.22 for team travel. The average expense for scouting games was \$945.40. The game expense which includes the cost of ticket selling, building additional seats, providing gatemen and police, amounted to a total of \$91,693.00. The average cost per university of four officials, which includes their fees and traveling expense was \$1,988.37. The average cost per university for printing and advertising was \$3,151.41. The average cost for the maintenance of the grounds \$1,572.49. The cost of football equipment and supplies for the ten universities was \$68,712.87 or an average cost of \$28.42 per man. The average expense of providing medical assistance and supplies \$1,479.03. Each university spends approximately \$919.58 a year for medals and awards. These consist of gold footballs if the team wins the Conference championship and sweaters for the men on the



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varsity and freshman varsity squads. This is all that the men receive in the way of pecuniary reward for their long hours of work and hard bumps on the gridiron. The cost of repairing equipment, rain and liability insurance and other miscellaneous items amounts to \$1,160.23 per university. The net profit for the ten universities for the year 1924-25 in football was \$1,283,584.11 and as indicated before all of the other sports were maintained from this profit.

Because football bulks so large there are many who feel that football players spend an inordinate amount of time in preparation for the games. In the Western Conference the men on the gymnastic teams spend on an average of 202 hours per year in preparing for the gymnastic tournament. Basketball men average 161 hours per year, track and cross country squad 156 and football men 145 hours. The baseball men lose on an average of 6.63 days from classes each year, track and field 5.47, basketball 4.84, hockey 4.75, tennis 3.14, swimming 3.13 and the football men 3.11 days.

The professor referred to in the opening paragraph suggested that the athletes were paid from the profits of the football season. This is not, however, done any more in any of the well regulated universities. It is true that in a few colleges the athletic departments raise money by selling season tickets to local enthusiasts and then use this money which is not accounted for, to help the men on the teams. Much of the work in the gymnasiums and on the field is done by students in the majority of colleges and quite naturally athletes who are working their way through college are given the preference when students are hired to do this work. In some cases, the men thus hired do not earn all of the money paid them, but for the most part they render as much service for the money paid as do the non-athletes. Certainly there can be no objection if a university hires athletes as well as other students to perform necessary labor on the campus, or for the athletic department. Contrary to public opinion it is not the large university as a general rule that transgresses by illegitimately using athletic money or by awarding scholarships freely to the athletes. Rather, it is in the smaller institutions, where the powers that be insist that their teams defeat large and unnatural competitors that athletes are given special emoluments. In the ten universities that compose the Intercollegiate Conference 2,390 scholarships were awarded students in the year 1924-25. Conference athletes held eighty-five of these scholarships. This

means that only 3.56 per cent of the scholarships granted that year by these universities were held by athletes. The large majority of the men who win college football letters each fall support themselves entirely or in part. The reason why this is true is a subject for special study; however every coach or athletic director will testify that the successful athletes for the most part are from families in moderate circumstances.

Despite the fact that a comparatively small number of college athletes are in any sense of the word hired to play on their respective college teams, yet the most serious problem that the college athletic departments have to handle these days is the one that relates to illegitimate recruiting. Overzealous alumni and business men sometimes pay promising athletes in one way or another to induce them to attend the college in which the former are interested. The lower the standing of the college in the opinion of the high school boys, the greater are the inducements necessary to persuade them to attend the college in question. The universities that maintain proper ethical standards in the conduct of their athletics are refusing to schedule games with the institutions that employ unethical methods of competition for athletes. When all follow this procedure the illegitimate recruiting problem will be pretty well solved.

The professor, who was quoted in the opening paragraph as suggesting that the profits of the football season would be used to pay the coaches enormous salaries touched upon a question that has been widely discussed. Very frequently some one arises to remark that football coaches are paid more than university presidents. As a rule those who make this seemingly astounding and startling statement are not the university presidents themselves, nor are these charges usually made by the deans or heads of departments. These men are fairly well paid and as a class they are satisfied with their positions and happy in their work. Those who from time to time voice their alarm, because the coaches are paid fabulous salaries are quite generally men who have not advanced to their own satisfaction in their chosen field or perhaps they chose the wrong professions. While it is doubtless true that in most of our large universities the head football coaches are paid more than are the assistant professors, attention should be called to two facts, first the money paid athletic coaches is earned by the athletic departments usually through football, and is not taken from the appropriations from which the professors' salaries are paid, and

second very few college coaches have ever made enough money from coaching to enable them to live independently in their declining years. The writer this summer found that the average salary of a group of coaches attending a summer coaching school was about \$2,000 per year. For the year 1924-25 the average salary paid the different coaches in the "Big Ten" universities was as follows: football, \$2,463.69; baseball, \$1,214.24; basketball, \$2,428.26; track and cross country, \$2,631.55; rowing, \$3,500; swimming, \$990.91; golf, \$950.00; wrestling, \$811.35; hockey, \$700; gymnastics and fencing, \$558.22; tennis, \$197.35. It should be explained that the majority of the coaches referred to, receive salaries for coaching in two or more sports. If a man serves as director of physical education and coaches football and one or more sports, it would be incorrect to budget all of his salary under football. If only head coaches' salaries were included in a budget analysis, most certainly the average would be much greater than the one given. There are two ways of considering the matter of salaries paid professional men either by comparison with the top salaries earned by leaders in other professions or by comparing aggregates. Very few of the several thousand coaches receive as much as ten thousand dollars a year, probably not more than ten or fifteen at the most, and the writer has never known of a coach who received \$20,000 a year for any kind of college athletic work. It need hardly be mentioned that the outstanding doctors, lawyers, engineers, ministers, singers, artists, writers and college executives are earning more than ten thousand dollars annually. If the salaries of all the men coaching football in the schools and colleges were compiled, it would be found that the average would be well under \$3,000 a year. Certainly this is not too much for the most hazardous profession—hazardous from several angles.

It has frequently been suggested that this is an age of stadium building in America. Since this is true and since many minds have not become accustomed to the big stadiums and the big football crowds and the great interest in the greatest of all games, we will continue to hear from men who are frightened by the bigness of the thing. When such as these, however, learn that it is unreasonable to believe that students can be forced to become more studious by making it impossible for them to attend a few football games each fall and when they realize that if our athletics are properly administered, the size of the organization need occasion no alarm.



## The Status of High School Athletic Association

(Continued from page 43)

Mississippi, by a two-thirds vote of the State Committee.

In a letter dated December 8, 1924, Arthur L. Trester, Permanent Secretary of the Indiana Association, writes:

"In some way the constitution of a State High School Athletic Association should be made sacred so that amendments could not be made on the spur of the moment. You will find a tendency towards hasty legislation at times if the whole membership can legislate in an annual meeting or otherwise. We find that a referendum vote of all members is a good plan."

The power to fill vacancies caused by death, removal from the district, or otherwise, is given to the state body in cases where the members are elected by the member schools. Nebraska provides for this emergency by electing an alternate at the annual election.

### (b) Of District Body.

The powers and duties of district boards and committees are summed up in this paragraph. In Alabama, the district managers conduct district contests. In California, the schools of the district are grouped into leagues and the district Board of Managers may suspend or expel any league within the district and may legislate for the district provided there is no conflict with the state constitution. In Florida, the district director oversees all athletic matters except eligibility; in Georgia, the district committee directs and holds the district meets and makes regulations not in conflict with those of the state. The district director in Kansas attempts a settlement between district schools. In Minnesota, the district board has authority over the district and may suspend or expel. If the decision is not unanimous, an appeal may be made to the board of control. Mississippi gives the regional committee full authority, subject to the state committee; in New York, the sectional committee exists for supervisory purposes; in Ohio, the district board has power to interpret rules, decide protests, and suspend; in Pennsylvania, Texas, and Virginia, the district board has the same power as the state body; in South Carolina, the district committee exists for athletic purposes. It is well to remember that the authority of the state extends over the district in all constitutions.

(To be continued in October issue)

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## 1926 Football Rules

(Continued from page 5)

Rule XVII, Section 7. The rule previously read "After the ball has been legally passed forward" etc. The committee has omitted the word "legally." This also will simplify the rule covering the play which sometimes has caused a great deal of difficulty. The last sentence of the note under Section 7 read "No player who has gone out of bounds during a play shall be eligible to receive a forward pass." This would seem to indicate that the rules committee wished to permit a forward pass receiver to run out of bounds and then to come into the field and get the ball. This, however, is not the case. Further on in Section 7 (a) the rules now state that "an eligible player who has gone out of bounds during a play becomes ineligible." The rules now specifically provide that a man may not go out of bounds on kicks and passes and then take part in the play. The penalty under Section 7 (d) now reads "for such incompleted forward pass same as Section 4."

Rule XVIII, Section 1 contains the following words at the end of the first sentence "except as provided in Section 4." Paragraphs two and three under Rule XVIII, Section 3, are now classified under the heading "Section 4." The old Section 4 now becomes Section 5.

Rule XX, Section 1 includes under free kicks the kick following a safety. In other words after a safety the ball must be kicked at least ten yards, etc.

Rule XXI, Section 1, the last sentence now reads "nor shall a player on defense strike an opponent in the face with the heel, back or side of the hand." This should make it easier for the umpire to enforce the rule covering the use of the hands by defensive line men.

Rule XXI, Section 3 has been changed as follows: "There shall be no piling up on a player after the referee has declared the ball dead or after the player in possession of the ball has been downed and is in the grasp of an opponent." This will give further protection to the man carrying the ball and it means that the referee may penalize an opponent for piling up even though he may not have blown his whistle declaring the ball dead when the piling up occurred.

Rule XXIII, Section 5, the following has been added to the end of the sentence "except in the case of the fouls covered by Rule XXI, Section 1, where the ball goes to the offended side as first down half way between the spot of the foul and the opponent's goal line."

Rule XXIII, Section 9, the following sentence has been added: "If a foul is committed on the kick-off and it goes out of bounds before being touched by a player of either side and before crossing the goal line, the penalty shall be inflicted from the spot of the succeeding kick-off or play." The officials have quite generally interpreted the old rules to mean what the new rules now say as they apply to this play. It is well, however, to have the point covered in the book.

Rule XXVII. The Brief of Rules referring to Rule XVI has been added giving the linesman jurisdiction under the rule which refers to the obstruction of opponents if the side in possession of the ball makes the forward pass.

Under the general summary of penalties, page 49, it will be recalled that last year there were no penalties which called for the loss of a down and five yards. This year, since a second or third incompleted forward pass or a second or third forward pass out of bounds on the fly in any series calls for a loss of a down and a five yard penalty, provision is made for these under the table of penalties.

Attention also should be called to the new approved rulings, all of which are indicated by a star.

The three most important changes in the rules are these: first, the one that pertains to the second incompleted forward pass in a series, in the case of a second incompleted pass in a series of four plays, the team making the forward pass is to be penalized by the loss of a down and five yards. When a team forward passes, it is usually with the thought of opening up the defense or of making yardage by means of a pass. This new rule may possibly result in fewer passes on the part of teams which do not possess a good passer and good receiver, but who pass indiscriminately for the purpose of driving the defensive backs away from the line. The rules committee have suggested that one reason for this change was that they felt that the four elements of attack—kicking, passing, running and bucking, should be balanced and some thought that the passing attack was beginning to outweigh the others. In the writer's judgment the passing attack, provided, of course, the team has good passers and receivers, does outweigh in importance the other elements and the changed rule will not to any great extent lessen the importance of passing. Most coaches, if given their choice between an exceptional forward passer and an ex-

ceptional line buckers, would choose the man who could throw the ball, especially if he also was fairly proficient in running and kicking as most of our best forward passers have been. Men such as Brick Muller, Aubrey Devine, Bennie Friedman, Swede Oberlander and Chick Harley stand out above the great line buckers of the last decade. The writer does not intend to minimize the importance of line attack and believes that given a team with a great offensive line and a fine bucking full-back, this team will usually make its running and passing attack work fairly successfully. However, he does believe that if a coach can develop an exceptional passer, other things being at all equal, he will probably reap more benefit from him than from any other man on his team.

Another change which has been mentioned is that which pertains to the safety. Last year after a safety, the ball was brought out to the thirty yard line for a scrimmage play. This year the defensive team must line up on the thirty yard line and the offensive team will line up on the twenty yard line for a free kick. Since the kicking team in this play is on-side, if the ball goes ten yards the members of the kicking team have an opportunity to recover it.

The third important change which has already been referred to is the one that provides that hereafter the playing shall be done exclusively on the playing field, which means inside the side lines and end lines.

Take it all in all the rules committee has done well to simplify the wording of the rules and is to be congratulated on not having changed the rules any more than they did. The game of football of today is just about all right and it is to be hoped that succeeding rules committees will not take it upon themselves to modify or change the playing code materially.

Question: Does the Intercollegiate Conference of Big Ten permit its members to conduct training tables?

Answer: A great many years ago the Western Conference institutions agreed to discontinue the use of training tables. The Pacific Coast conference permits its members to provide one meal a day as a training table. This is usually if not always the evening meal. The Missouri Valley conference rule is similar to the Big Ten rule.


Tom Mills, Director of Athletics for a number of years at Beloit College, has resigned to become assistant to K. K. Rockne, University of Notre Dame.

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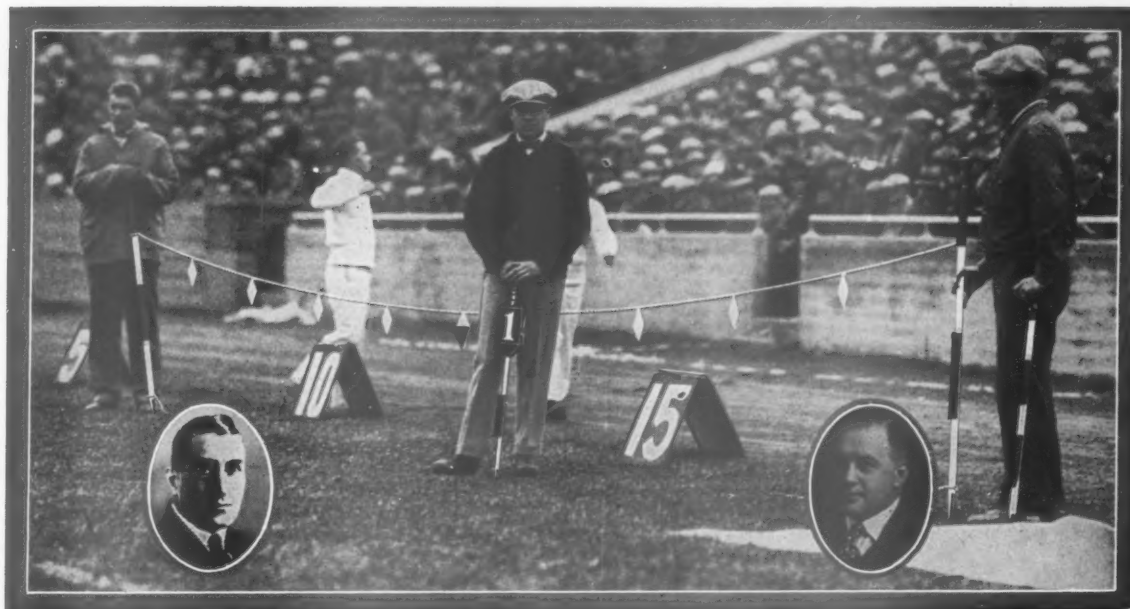
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Line**

*by*  
**J. L. BRADER**

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**Backfield  
Fundamentals**

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## The Journal Platform

THERE are two pretty well defined schools of thought at the present time regarding the scope of athletics and the manner in which they should be administered. THE ATHLETIC JOURNAL, while definitely committed to one side, realizes that there are two sides to this as well as to other questions. The JOURNAL Platform is as follows:

1. Professional football can and will be kept in the background if college and school football is promoted on a big enough scale to overshadow the former. It is not advisable to encourage professional football for the sake of causing the public to become interested in those games and thus lose sight of the amateur contests.
2. It is not necessary to abolish or curtail institutional games in order to promote mass athletics, nor is it necessary to limit competition in football or the other sports to the seniors to make it possible for more men to play football.
3. It is better for the public to read about amateur athletics than to have the entire sport page devoted to professional exhibitions. In other words, instead of less publicity for amateur athletics, more would be desirable.
4. Outstanding stars should be developed in the natural order of events and it is contrary to the law of life to believe that mediocrity or inferiority is more to be desired than excellency.
5. There should be a uniform amateur rule supported by all amateur athletic organizations.
6. Profits from amateur athletic contests are necessary to carry on the work of the athletic organizations. If the profits are used for this purpose and not to enrich individual promoters and players, the object is philanthropic rather than commercial.
7. Highly organized team games provide the backbone of our athletic work in the schools and colleges. They can never and should never be supplanted by loosely organized games and formal gymnastics. There is, however, a place for both.
8. Amateur athletics should be administered by men who have the educational viewpoint and the field should not be left open to professional showmen who would conduct athletics for selfish reasons.

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OCTOBER, 1926

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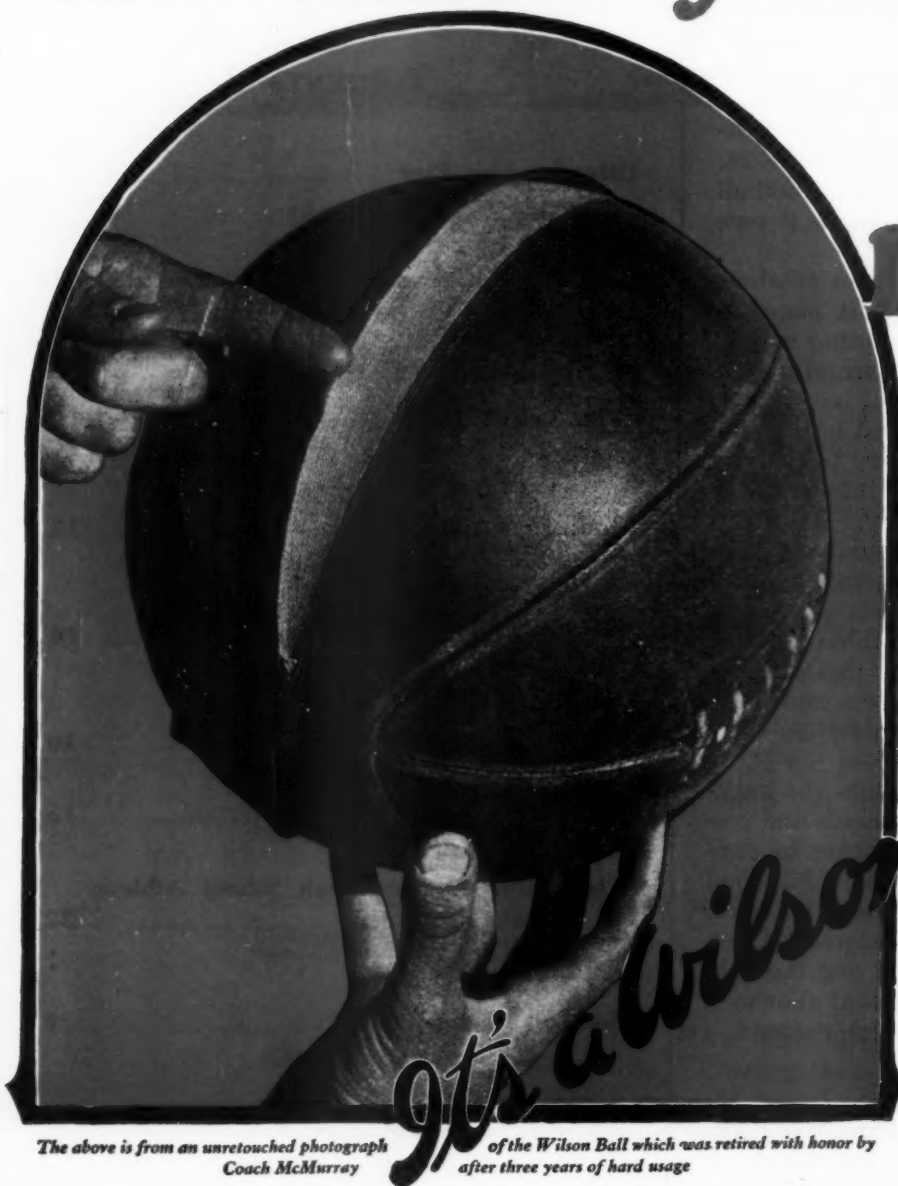
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# The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Volume VII

CHICAGO, ILLINOIS

Number 2

## Offensive Line Play

A Good Team of Blockers Is Hard to Defeat

By J. L. BRADER

THE fundamental basis of good offensive line play is well-timed, aggressive blocking. Just as teams strive to get position on their opposing teams, so do the individuals on each offensive team try to get position on their defensive opponents in order to pave the way for the runner.

To a great extent, the success of a team depends upon the way a coach places his offensive linemen when arranging his plays. The writer has seen good offensive men look like dubs because they have been told to get a certain man on defense from their position, and no matter how hard they tried to reach the given point of attack, it would be impossible for them to carry out the assignment because of improper timing and the wrong use of men.

On the other hand, supposedly good football players have made their coaches look bad, even though they have been placed in the most advantageous position for blocking certain men. With an excellent training in blocking, some men have been careless, and instead of sticking with their opponents, they lunge at them or past them, thus permitting the play to be stopped when it might have meant a good gain.

As it is the nature of most men to prefer defensive to offensive tactics in any form of competition, it is a rare treat indeed for a coach to feel that he has a team of blockers who will actually deliver to the best of their ability on every down.

### Mental Attitude

The right mental attitude in a player is far more important than unusual speed or physical perfection. If it is necessary to force one man to carry out certain work, while another, who is trying for the same position actually likes the giving and taking of hard knocks, it is better to concentrate more time on the latter, because

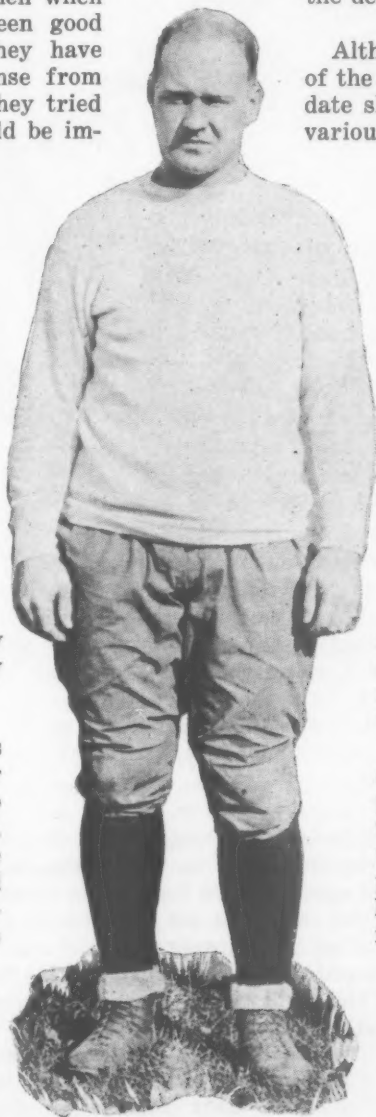
at some crucial time in a big game, when things are going against his team, he may rise to unusual heights and through his indomitable courage may turn defeat to victory. The man who enjoys carrying out his assignment on every down is far superior to the man who must be driven to his task. Any coach with a little tact and patience, instead of driving his men can instill into them the desire for liking and wanting to do a thing.

### Stance

Although the writer would like to stress some of the fundamentals of football which every candidate should know, this article will show only the various kinds of blocks, and the ways in which offensive linemen are used on different types of play.

Before a man can block, charge, or fit into the action of team unity, it is necessary for him to know how to line up. Most boys who have had previous training in football or other sports, seem to be able to fall into the offensive stance very easily with the possible exception of the little details that each coach teaches in his own system of play. I have found that the easiest way to teach stance and impress it on new candidates is to have them line up and while standing erect, assume a stride position, depending on the ease and comfort for each individual. One foot should be a little behind the other—the heel of the forward foot about on a line with the toe of the rear foot. This also depends on the man, and should be varied to each individual's build.

The coach should have the men, while standing astride, come slowly to a squat position, keeping their feet straight ahead, their knees out; he should make sure that the tail of each man is down as low as possible. Then each player should place his hand upon the ground. If the left leg is a little ahead of the right, the right hand



JAMES L. BRADER was graduated from Madison High School in the spring of 1918. That fall he entered the University of Wisconsin and since it was the S. A. T. C. year and Freshmen were eligible, he played at end on the Varsity.

IN 1919, '20 and '21, he played regularly as guard or tackle. In 1922 he was line coach under John Richards, at Wisconsin, in 1923 under Jack Ryan, and in 1925 he became assistant to George Little. He is now line coach at Harvard.



Illustration No. 1

Illustration No. 1—Stance. Note the position of the feet, back, neck, and shoulders. The shoulders are not parallel to the ground, but comfortable and in good position. This position was used with good effect by a guard in the Big 10.

Illustration No. 2—Another type of stance—the feet are closer together—the shoulders are high, the hips low.

Illustration No. 3—Stance. Leaning too much on the hand might cause lunging in others, but this stance was used very effectively by this man on offense. Note the arm close to the body with the legs set for the spring.

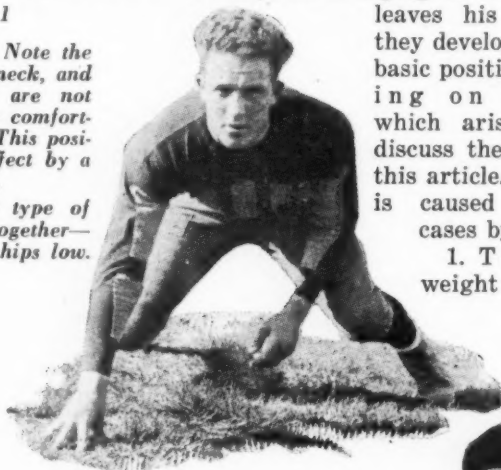


Illustration No. 3

should go on the ground, and vice versa.

The finished offensive position will find the feet straight ahead with the weight evenly distributed over them, and although some of the weight is resting on the hand on the ground, the hand is used as a balancer, and an aid in part of the spring which takes place in the charge. The head is up, with 'bull neck,' yet the neck must be as flexible as a boxer's in order to avoid the hard contacts of the hands of a defensive player. The tail is low—shoulders a little higher and parallel to the ground. I do not care whether the ground hand is resting on the finger tips, knuckles, or finger joints. It depends upon the individual's ease and past experience. If a man is used to resting on his finger tips and the change would affect his mental attitude on the position, I do not change him, as long as he can show results. The position of the arm and hand opposite to the one on the ground is important. It must not dangle or be so far from the body as to make it a target for a good heady defensive player. It must be close to the body, with the forearm and elbow resting on the leg. Before the charge the man should be relaxed, but a second before the signal every

muscle should feel taut, particularly the thigh muscles—just like a bow the moment the arrow leaves on its course.

#### The Charge

The most common fault of linemen in charging on offense is that they lunge. By that I mean they do not keep the weight of the body well distributed over the legs, and instead of using fast, short, choppy strides, they take one long step and fall on the ground. It is absolutely imperative that a lineman stay on his feet as it is the fundamental basis of successful offense. There are certain blocks, which vary from the fundamental idea of offensive charging in which a man

leaves his feet, but they develop from the basic position depending on conditions which arise. I will discuss them later in this article. Lunging is caused in most cases by:

1. Too much weight resting on

the hand, which prevents quick recovery.

2. Ducking the head to avoid contact with the hands of the opponent. (The duck should be followed by a quick snap of the head into the original position or 'bull neck' just as the linesman hits his opponent.)

3. Not following up immediately with the feet where the head and shoulders have been—in other words not keeping the feet under the body to sustain the charge.

4. Going into a sprinter's stride.
5. Letting the arms dangle at the sides.

#### Types of Blocks

Effective blocking does not necessarily imply the use of terrific charge and speed. More than brute strength is the ability to get position on your man and the proper use of applied pressure on the right part of his body at the right time.

##### A. In the line.

1. Head, neck, shoulder block.
2. Check block.
3. Cross body block.

##### 4. Pivot block.

##### 5. Blocking for drop or place kick.

##### B. In the open.

1. Angle block.
2. Shoulder block.
3. Pivot block.
4. Cross body block.

#### Blocking in the Line

##### 1. Head, Neck and Shoulder Block.

A coach cannot emphasize too often the importance of developing in his men the use of the head, neck and shoulders, combined with the necessary power, shiftiness and speed of the legs.

The blocker charges into his opponent at midships. His head slides by to the side as shown in Illustrations 5, 6, and 8. The head, neck, shoulder and upper arm form a V pocket in which the defensive man is kept, by using the head as a flail on one side and the shoulder and upper arm on the other. The hands and arms are kept close to the body, with the elbows spread to permit greater width of body. The first charge is straight ahead, and on the point of contact, upward, getting under the defensive man and lifting, carrying him back or to one side, never stopping the forward choppy movement of the legs

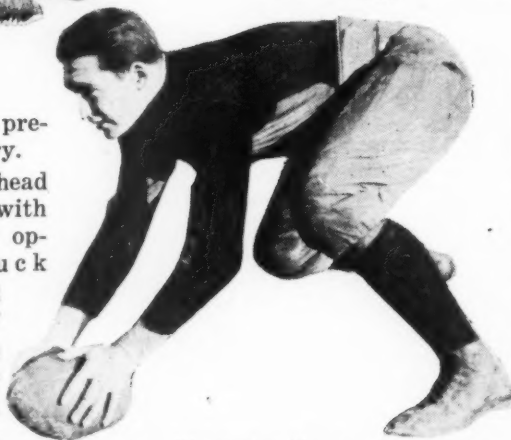


Illustration No. 4

Illustration No. 4 shows George Bunge of Wisconsin, in a good center stance. His back is parallel to the ground, his head is up, his legs are in a good position. There is just enough weight on the ball. Note the proper use of the hands on the ball.

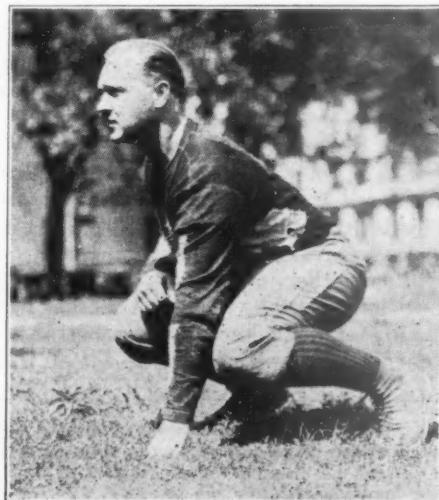


Illustration No. 2



until the opponent is out of the play. The blocker should never turn his back to the defense in this block, nor permit his man to give ground for a step or two without following up the advantage.

This block is generally used by two men who are assigned to one defensive man. It is comparatively hard for one man to take another out using this block alone. He may start into the head, neck and shoulder block but, depending on the defensive tactics of



Illustration No. 6

his opponent, may at once change into a cross body block or a pivot block as will be described later.

#### 2. Check Block.

This is practically the same as the head, neck and shoulder block, but in executing it, the blocker does not try to stick with his man. He merely charges into him, checking his opponent momentarily to throw him off his balance, and continues down the field to carry out another duty.

#### 3. Cross Body Block.

The cross body block is a very effectual offensive maneuver. It is used primarily to check a man from coming through the line or to block him by getting the body between him and the path of the runner without trying to carry him back. It is intended for one offensive man operating on a defensive man and requires speed and shiftiness to carry it to completion.

At the snap of the ball the charge or spring is made at the opponent. The offensive man lands on his hands and feet as is shown in Illustration 9, with his head and body turned to the side.

One leg is placed behind his opponent's leg, using the knee to bring pressure from the rear. The arms are extended on the other side of the

opponent's body so that the completed block forms a V. If the opponent gives ground, it is necessary for the blocker to be able to stick with him by going on his hands and feet and maintaining the same general position. The left arm and leg in Illustration 9 are used as braces for the body to prevent him being shoved backward by a hard charger.

The offensive man must be ready for any attempt by the defense to side-step or go around him. If the opponent slips out of the V or pocket, and tries to side-step around that part of the body near the feet, or jump over it, the blocker immediately throws his rear "bracing" leg around, catching his man as shown in Illustration 10. If well-timed this maneuver is excellent. The illustration shows very well the result of good coaching. The leg which had previously been nearest the opponent is now the "rear" leg and used as a brace with the hands and arms. The cross body block changes very quickly into

cross body angle block. The defensive tackle is allowed to come through untouched by the end.

The ball carrier starts to the side as on an end run and this has a tendency to draw the tackle out and into the territory. The offensive tackle has pivoted toward his opponent, as he starts across the scrimmage line. Just about the time the runner makes his cut back into the line, the offensive tackle hits the defensive tackle in the side waist-high, with the head, neck and shoulder block, and helps the tackle along the way he started to go. This type of block depends, of course,



Illustration No. 7

Illustration No. 5—Head, neck and shoulder block. Rear view.

Illustration No. 6—Head, neck and shoulder block. Side view. Note the position of the head, body, arms and feet.

Illustration No. 7—Two on one—using the head, neck and shoulder block. Note the position of the arms and feet of the blockers.

Illustration No. 8—Side view—two on one. Note the head clamp, position of the arms, and power in the charge.



Illustration No. 8

an angle block, always depending on the action of the defensive lineman.

#### 4. Pivot Block.

The pivot block is really a head, neck and shoulder block, but the principle of pressure, contact, and action is different.

Suppose that on a cut back play over the line, the coach decides that cross blocking will be used to pave the way for the ball carrier. The end is instructed to cross in front of his own tackle to take the defensive guard towards the center. In this case the end would use either a head, neck and shoulder block, or a



Illustration No. 5



on the action of a fast charging defensive tackle, and a well-timed play by the offense.

#### 5. Blocking for a Place or Drop Kick.

One of the most important plays in football at the present time is the place or drop kick. Many games are lost by one point because some defensive man breaks through the line and hurries the kicker or blocks the ball. Line unity in blocking and charging is necessary to carry out a successful place or drop kick.

As seen in Illustration 11, the entire line is doing the same thing at the same time. Each man has taken one short step forward, not too high nor too low, his head up, his elbows extended to cover more territory — always

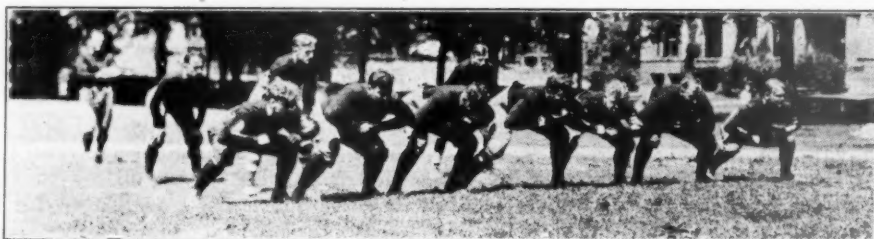


Illustration No. 11—Blocking for a place or drop kick.



Illustration No. 12—High and low block.

shoulder by the man who hits high. The low man goes straight across the line of scrimmage, head first instead of turning to the side, and gets the position as shown in Illustration 12, hitting his opponent at the knee. The other offensive man hits from the side, at the hips and drives the defensive player over the low man.

#### Blocking in the Open

##### 1. Angle Block.

The block most often used by players in the open field is that which we call the angle block. Unless a man is standing still, it is hard to use the head, neck and shoulder block, because an opportunity is given the defensive man to sidestep or run around. The interferer must be schooled so that he mechanically changes his tactics in a fraction of a second's time.

Diagram 13 shows the fundamental position of the blocker and opponent. The blocker has timed his meeting so as to meet his man at the "cross road," keeping his body between him and the path of the runner. After getting into the proper position, the interferer leaves his feet, pushing off with all the power and spring he can gather. His arms shoot out straight ahead of him with a jerk, just as a sprint swimmer throws his arms ahead to aid in the initial push off.

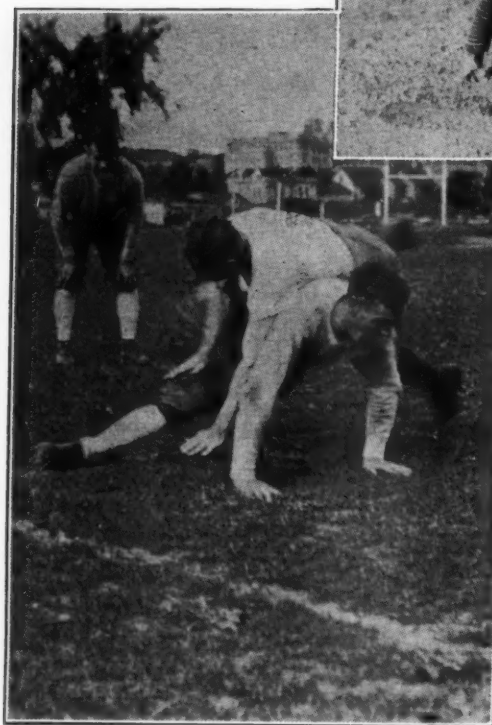


Illustration No. 10—Finish of the cross-body block, if the opponent tries to side-step to the rear.

straight ahead, never turning to the side. The men are braced so that it is hard for the defense to pull or push them, in order to break through. Here is a solid line, fully capable of holding its position and not breaking.

#### 6. High and Low Block.

I have not taken up the *high and low block* in detail because it is used by two men on one, and the blocks used are the *cross body* by the man who hits low and the *head, neck and*

The body is thrown at the hips or upper thigh of the opponent. Naturally the blocker will fall some in going through the air, so his aim should be as stated above and then he will generally hit his man at the knee.

The blocker must time his shot so as not to hit his man with outstretched arms. Officials will surely call a foul for tripping if this is done. The hands



Illustration No. 9—Cross body block.

and arms are used primarily for two things:

1. To aid in the push-off.
2. To protect the blocker to some extent when he hits the ground.

In Illustration 14, although not a very finished block, the interferer has hit his opponent with his side which has taken him off his feet. The upper leg is starting the "cut" or "swing back" which is used as a last resort if the blocker has missed his man.

Illustration 15 shows the blocker and opponent just after contact. The defensive man was hit knee high. There is no swing back of the leg by the blocker. The reason for this is that he knew upon contact that his side had been enough to upset the opponent without using the "cut." I believe that the best-timed block will result in the interferer hitting his opponent so that the impact of the blow will be received on the muscle along the side of the body just below the extended arm.

##### 2. Shoulder Block.

The shoulder block is used generally by two backs on a waiting end. The backs run shoulder to shoulder and

crash into him on the run, hitting him waist high.

### 3. Pivot Block.

The pivot block is really an enlargement on the head, neck and shoulder block, the only difference being that the blocker pivots along in the direction that his opponent is running and instead of meeting him head on, receiving the full force of the impact, he actually helps his opponent along in the direction in which



Illustration No. 14.

he is going, and allows the man carrying the ball to cut back over the spot, that the defensive man would have covered. For example, the offensive team assumes a punt formation, the ball being passed to the back man who punts. The defensive tackle attempts to rush straight into the opposing territory, thinking that when he gets by the man blocking for the punt, he can side-step into the path of the ball. The blocker, however, allows him to charge until he actually comes along side of him, then pivots quickly putting his head, shoulders and neck into the side of the tackle, carrying him along the line of least resistance—the path he started to go.

If the defensive man comes in farther and quicker than the blocker anticipated, it is up to the blocker to get his head and shoulders into the side of the tackle with his body between the punter and the on-rushing line man.

### 4. Cross-body Block.

The cross-body block will be used in the open field far more and with better results than even the shoulder block or the pivot block, coming next

to the angle block for utility. (See Illustration 9.)

It is used primarily when one man running interference is supposed to take a defensive man out of the way or hold him up to allow the runner to get by that section of the field. The blocker, in approaching the defensive back, must use good judgment, and decide in very short order the block he must use according to the way the tackler is approaching. If the tackler is running up to meet the ball carrier at full speed and the blocker knows that he can meet him at the cross roads, the angle block should be used. If, however, the tackler realizes that he is



Illustration No. 13—"Meeting at the cross roads."

about the only defensive man between his own goal posts and the runner, in all probability he will not run at the ball carrier too hard, but will slow up, either endeavoring to force the man with the ball toward the side line or to be ready to dodge to either side, to which the runner may decide

to go. In this instance, the interferer upon approaching the defensive man who is marking time should use the cross-body block, which is something similar to the cross-body block used in the line, both hands going to the ground on one side of his opponent, and his right foot being placed behind the leg of the man on the other side, forming an inverted U.

This is not all, however. The blocker in getting this position on the opponent must be prepared immediately to carry forward close to his opponent's body on all fours if he should attempt to back up, using the side step and pull through. Which ever way pressure is exerted on the blocker's body and shoulders, he should be able to change his course of direction immediately and push against that pressure.

### Wedge Line

The wedge is formed as in Illustration 16, with a lead or pivot man, generally a center or a guard at the point. Pushing in against him, with elbows out to aid in cementing the line together, are the rest of the linemen. The cut



Illustration No. 15.

shows clearly the arrow shape of the wedge.

Although the wedge is a good method to use for a short buck or gain, and as some coaches say, to cover up the man carrying the ball so that the defensive fullback will not know what opening he will take, I think it not a very effective play in modern football. One good center or guard on defense can crack the entire unit while the rest of the line envelops



Illustration No. 16



the runner in a cup defense. It is almost certain that at least one or two men in the wedge will fall down, or stumble before going two or three yards. It may be used for certain types of play but not effectively enough for modern football, to warrant a great deal of time being given to it.

#### All Linemen Should Know

1. How to carry a man out of the line, block him to keep him from coming in, or go through after a lineman on defense who leaves his posi-

tion and slides along the scrimmage line for the ball carrier.

2. How to come out of the line of scrimmage to lead or run interference, and to block on forward passes.

3. How to receive passes on the dead run by going high in the air, for the ball, tucking it safely under the arm and running with it through a broken field.

4. How to scoop, fall on, and handle rolling balls.

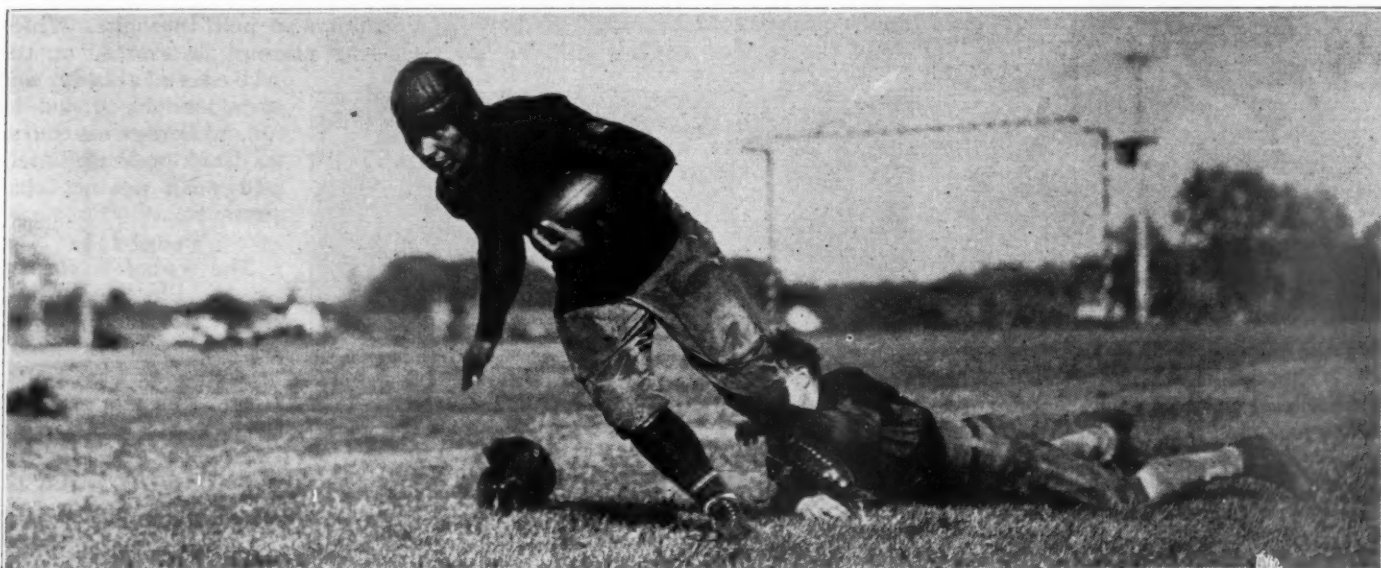
5. How to go down under punts from any position in the line and in

any combination of men the coach may desire.

6. How to react to emergencies which arise on the field when the defense refuses to shift into the exact places you would expect them to be.

7. The down, position on the field, the yards to go, and after a few plays, the character and tactics of their opponents.

8. How to act on various occasions which may arise on a kickoff, and free kick from fair catch or following a safety.



Smith, a Haskell Indian halfback, breaks through the arms of the tackler.

D Ambra

## Backfield Fundamentals

### Backfield Blocking and Backfield Starting by Wynne and Bible

#### Backfield Blocking

By Chet Wynne

Head Coach Football & Track, Creighton University

In my experience as a coach and player the importance of one fact has been brought home to me very emphatically—that of backfield interference. This phase of the game is often treated lightly in college football and woefully neglected in high school. Never in my experience have I seen a high school boy who was proficient in the art of blocking from a backfield position. Therefore, the training of this branch of the game is left almost entirely to the college coach. The general public is not concerned with the manner in which the ball is advanced. To the ordinary spectator the ball carrier is the center of interest, and superb bits of blocking are overlooked. Frequently the presumed football experts are blind to the effective functioning of the interferers,

who attend to the matter of opening up channels through which the ball carrier progresses. Thus, we strike an important principle by saying that a team's offense is no stronger than the interference that it affords its ball carriers. My particular phase of interference for this article is "backfield blocking."

Every coach realizes that he must have good interfering backs, but no back, no matter how elusive or ingenious a player he may be, can gain solely through his own efforts. The cardinal defensive principle taught by every coach is that no offensive player shall be permitted to obtain bodily contact, and therefore it necessarily follows that every offensive player is striving to gain bodily contact because then, and not until then, can an effective block be made. A powerful back with ideal physical requirements, but stupid and inert mentally, is unable to cope with a clever and alert defensive man though he be physi-

cally inferior. Consequently, the deceptive and versatile element plays as an important a role in effective blocking, as it does in every other phase of the game. If the defensive man is aware of the tactics which will be used it is easy for him to avoid a blocker or interferer. It follows that the back, in all his blocking, must resort to deception by making many false moves with every visible part of the anatomy, never letting the opponent know what kind of a block is going to be used, or whether the play is designed to go inside or outside of him.

A backfield man is seldom assigned to block a lineman alone, but usually works with the aid of another back, or in conjunction with a lineman. As a general rule, when an opposing end or tackle is to be blocked out in close line play, the back should retain his feet even though he be expected to make the block alone. In blocking an end out, the back should assume a



natural running position but upon approaching the end he should suddenly feint low and with eyes open, back straight, neck stiff, legs well apart and head to the inside, come up under or through the hands of the end and on into his body, from which position the end can easily be eliminated from the play. As a variation and in order to sustain the deception, the back, at the same point, may leave his feet with terrific drive and sweep the end out of the play. This is especially effective against smashing ends and not so hard to acquire as the first block mentioned.

In blocking an end in on flanking plays, it is essential that the back leave his feet after feinting with one step to the inside, and then driving from the outside leg, crack the end in and out of the play.

In blocking the secondary defense, the back should throw himself horizontally with tremendous leg drive at the opponent to be blocked, so that the body is between the ball carrier and the would be tackle. The drive should be continued with a rolling motion so that in case his opponent retreats, dodges or uses his hands, the area covered is greater, and the partial block or distraction resulting from this extra effort may eliminate him from the play. In case the opponent is running in any direction except from the blocker (which, if such a block were executed from the rear would involve clipping and be illegal), it is most effective when the block is made just above the opponent's knee. Where the man to be blocked is merely waiting and in a position to protect himself, it is better to go high with a powerful drive. This will at least take him a few yards back, and might dispose of him entirely.

The backs protecting the kicker and passer are not aggressive, but should place themselves in an advantageous position and make the man whom they intend to block, signify his intentions before any commitment is made on their part. In blocking for the kicker and passer, the backs should hold their feet and block with their shoulders and head in the direction the opponent commits himself and attempts to break through. Then, when contact is had, the back simultaneously becomes aggressive.

### Backfield Starting

By D. X. Bible

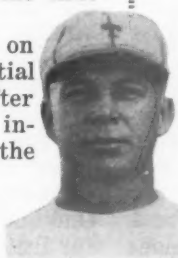
Head Football Coach, Texas A. & M. College

#### 1. Position.

The feet should be parallel with the line of scrimmage, toes straight to the

front, about two feet apart. The player should keep his hips down, his back straight, and his head up, with one hand on the ground and the other forearm on the thigh; he should throw the weight slightly forward. From this position he will be able to start quickly in any direction, and also keep his opponents from observing his movements.

A back should get to position as quickly as possible after each play,



**D. X. BIBLE**, head coach of football at Texas A & M College, has won four Southwest Conference Championships since 1918. His teams not only rate high in the Southwest, but compare favorably with outstanding teams in other sections of the country. Mr. Bible, who takes an active part in the work of the American Football Coaches Association and the National Collegiate Athletic Association, is also a member of the Football Rules Committee.

**CHESTER A. WYNNE**, starred at fullback at Notre Dame in 1920 and 1921. In his years at Notre Dame he was also a track star and held a world's record in the hurdles. He was elected captain of the track team there in 1921. In 1922 he coached the Midland College football team of Fremont, Nebraska, to the first Nebraska Intercollegiate Championship the school had ever won, and the next year he was made head football and track coach at Creighton, a position he still occupies.



which will enable the plays to be executed with speed. He should be relaxed until just before the ball is snapped, and take the same direction every time, avoiding any tendency to show the direction of the play.

#### 2. Charge.

Backfield men should charge out at top speed with the ball on the starting signal. Some backs run hard when carrying the ball, but rest when someone else is carrying it. They should all run hard all the time; furthermore they should get power

and drive into their running. They should keep on their feet and fight; they should smash, drive, plunge, twist, tear, whirl until they get across the line of scrimmage, then use their tricks. Tricks are useless without speed and fight.

#### 3. Starting on Plays Through the Line.

When starting close to the line, the back should get the ball before charging, but if he is four or five yards back he should start with the ball on the starting signal. When he reaches the line of scrimmage, he should be going at top speed. He should keep on his feet, his head up, knees high, eyes on the spot to be hit. When meeting opposition he should drive with double force. If the line has not opened a hole or moved opponents, the back should dive over, if the line is low. If the line is high, he should reverse, pivot and roll to the outside, looking for an opening.

#### 4. Starting on End Runs.

(a). To the long or strong side.

On end runs to the right, a back should start with the right foot first, so as not to turn the hips and be out of position to catch a ball passed a little to the rear. He should not sway the body before starting. He should follow his interference. He should approach the line of scrimmage but not cut off his interference. When a player cuts back inside of the defensive end or darts around the end for a wide end run he should be about half way from the starting point to the line of scrimmage, and as far out as his team mates have carried the end. He must always shift the ball to the outside arm, using the inside arm for a stiff arm.

(b). To the short or weak side.

A back should delay the pass until the interference can get in front by faking a forward pass to the right end, if the run is to be made to the left, or by making a start to the right with the right foot, holding the left foot in place; then he should withdraw the right foot and step to the left with the right foot. A back should wait until the ball is received before starting. A center should not lead the back.

"A football player's success is limited only by the amount of Determination to Do."

"Where there is a Will there are many ways to win."

If a back has a stout heart and will not be denied when driving for an objective, he will get there sooner or later. If, however, he does not have a stout heart, he will not succeed.

# What Some Coaches Teach the Quarterback

*Why Exceptional Qualities are Sought in Selecting a Pilot—How Definite Technique is Evolved in Ball Passing—Stressing Several Points of Strategy*

By Clarence A. Bush

**A**MONG the most embarrassing moments in the career of the football coach is that in which the crowd rises up in its wrath and demands in a thousand-throated voice, "Get a new quarterback!" It is unwelcome static, a strain on the family tie, productive of neither a grand nor glorious feelin', and a good sign that the day is going to end wrong.

More often than not the crowd has made a correct diagnosis of the situation. If the team balls up its signals, if its attack lacks variety, deceptiveness and power, if fumbles occur on a dry day—if, in short, the team is all dressed up but shows no signs of going anywhere, it may be that a new quarterback is the key to the situation.

Yet, more often than not, a new quarterback is not forthcoming. There are some coaches who feel an urge, in a case like this, to show the crowd who is running this team, win or lose. A coach of this type may have been all ready, before the howl went up, to send in relief; but once the cry rises, he thrusts out a Mussolini jaw and says, "That's my quarterback and I'm going to stick to him." Such a motive, however, probably is rare among successful coaches. It is safe

to say that in general, if a new quarterback is not supplied, it is because there is not a better one, or even one just as good to substitute. Usually the best quarterback starts the game. In fact, far from having several good quarterbacks at his disposal, at any one time, he is a lucky coach who can find and develop one good quarterback every year. There is one famous coach in the middle west, a veteran of the game, who has almost lost his great reputation as football's foremost strategist because he has had a run of extremely poor quarterback material for three or four years. Nothing that he can do, to develop quarterback candidates seems to be of any avail, and his talented teams have floundered around with results showing fifty per cent of their possibilities.

Of course the crowd is wrong in demanding the head of the quarterback for they often fail to appreciate the fact that in the present day game it many times is not the quarterback but another player who is calling the signals. It has not drifted into the stands that the once romantic figure of the prehistoric biped who pranced around and squatted behind, and if possible, beneath the snapperback, taking every snap made and passing

the ball to a third individual, sizing up the opposition, picking the plays and calling the signals, has become a dodo in some schools of football. They overlook the fact that on their team the quarterback may be nothing more today than a third halfback, or a second fullback, or even less than that. One noted coach uses his quarterback for little else than a blocker or interferer.

The trouble with the old style quarterback was that his duties demanded an almost superhuman being, and these things are so hard to find that most coaches are forced to devise means of doing without him. When such a gifted human does turn up, however, most any coach is glad enough to make use of him.

This ideal quarterback should display all the qualities that any other player needs, but a world of other attributes on top of them. Should he be a spirited leader, able to inspire his men, impart confidence, and rally them to their highest endeavor? Yes, indeed, and then some. Should he be able to keep his head and keep thinking in the midst of a tornado of emotion? Most certainly! Should he be able to run, pass, kick, block, throw and carry the ball? That is to ask



**S**WIMMING is a specialty of Clarence A. Bush, the Chicago sport writer who contributed the football article appearing on this page. Bush started his aquatic career in the original "Old Swimmin' Hole" about which James Whitcomb Riley wrote his poem, in the Brandewine at Greenfield, Indiana, which is now being made into a state park. His Hoosier origin may also explain Bush's propensity to authorship.

Since the "chaw beef" days in old Brandewine, Bush has tried the swimming holes of the Atlantic Ocean, of the rivers of the Marne and Seine when he spent nineteen months in France with the 101st Field Artillery, Yankee Division, and he has dipped in the blue waters of the Mediterranean. Lake Michigan and the pool of the Illinois Athletic Club

have been his daily haunts for the last seven years.

Bush is known to coaches and athletes of the middle west as a writer of magazine articles, as co-author with Coach William Bachrach of the book, "The Outline of Swimming," and as the Western Sporting Representative of The Christian Science Monitor. He writes most of the sports appearing in that paper under the Chicago date line, and directs its sport correspondents in the colleges and larger cities of twenty midland states.

Starting in the November issue of the Athletic Journal, Bush will present a series of three articles on swimming technique. In the first of the series he digests the methods of several leading coaches in teaching breath control.



the obvious. Must he be not only the field general, but also the most feared personal performer on the squad. He must, to fit the ideal. Ought he to possess athletic talent, acrobatic and gymnastic proclivity? It goes without saying. Need he be aggressive, courageous, initiative, self-reliant, powerful of will, stubborn, combative, ambitious? Nothing less! Does he need mentality, ability to comprehend, to think rapidly, to keep cool, to remember, to perceive? Can't get along otherwise! Can he use speed in straight running, in nimbleness, shiftiness, dodging ability, weight, strength, mass, and power of impact? Yes, and besides that he must have a sharp, commanding voice.

There are those who will say that there never was such an animal as this composite of an ideal quarterback, and they are right. A list of the great quarterbacks of the game reveals many who got along with a few of these traits, but in no one individual were they all summed up. It is probably safe to judge that because of the evolution of the game the type of quarterbacks who approached somewhat this ideal, represented by Daly of Harvard, Stevenson of Penn, Eckersall of Chicago, Barrett of Cornell, Dobie at Minnesota, has passed, or is passing, and that the modern coach is asking very much less of his quarterback material.

In the first place, the all around quarterback is too hard to find, and in the second place, there is not time enough to train him in all his specialties, especially in feeding the ball. Some teams, however, still find the feeding quarterback valuable in cross bucks, and in rushes through the center of the line, though using the direct pass for all other plays. There is a very definite technique for this quarterback pass, and if it is not mastered, it is likely to become a source of trouble. No two quarterbacks on the team will feed the ball the same, and it is highly important that the ball be fed the same way every time.

A coach will select a quarterback whose passing is liked by the other backs, one who gets the ball into the same position all the time, and at the same speed each time, thus making it as easy as possible for the backs to get the ball. This has the advantage of relieving the backs of worry over their responsibility on bad passes from center, and of timing correctly the best direct passes. If the quarter is a good man he will eliminate the danger of poorly handled passes. Such a quarter handles the ball quickly but lightly.

For the quarterback to stoop to receive the ball from center is not right.

It gives away the charge to the opposition. Nor is it good to reach in with the hands. Dobie says the quarterback should lean over the center and put his hand on the center's hip.

#### DALY'S QUARTERBACK DRILL

**WORK** with center with balls and signals.

*Drill on field positions, downs and distance.*

*Practice scoring play in goal zone.*

*Voice and bearing drill.*

*To which are added these drills with all other backs:*

*Fixing ball and starting.*

*Picking up ball, going over pile, nosing off, turning, side-stepping, dodging.*

*Straight arm and defense, reversing field.*

*Running down wide run.*

*Coming up on line plays and wide plays.*

*Spoiling forward pass.*

*Short kicking.*

*Field positions, side lines, inside opponent's ten yard line, inside own ten yard line.*

*Kicking, catching, kicking defense.*

*Defense on each particular play.*

#### ZUPPKE'S SUGGESTIONS FOR PILOTS

1. *Keep hitting an opponent's weak spot.*
2. *Do not insist on repeating plays that do not work.*
3. *Do not forget the play that is working; if a criss-cross gains seven yards the first time, use it; it will make other plays good.*
4. *Save your fullback for necessary short gains.*
5. *Keep your team away from the sidelines; instruct backs either to run out of bounds or cut back into the field.*
6. *If the opponent's end keeps coming in, call a play that draws him in but circles the end.*
7. *Mix your play and vary your attack to keep opponents guessing.*
8. *When a forward passer is not throwing accurately, try someone else.*
9. *Pay special attention to the opponent who breaks up the play. His actions may suggest the play that ought to be called.*
10. *If ahead, never take a chance.*

There is no starting signal given. Everybody watches the ball. The quarterback without moving any other muscle of his body, presses his thumb on the butt of the center when he wants the ball. The advantage of this method to the center is that he passes the ball the same each time. He does not have to make long passes, lead the runner, or make any unusual effort to get the ball away; there is no gathering of muscles that will give away the charge. The center passes to the belt buckle of the quarter. Not until the ball starts do the hands of the quarter move. Then his hands go with the ball, and he draws no one offside. He feeds to either side, soft and easy, making a balanced pass either way.

On plays outside of tackle, started by direct passes, the quarterback takes the same stand as before, only right or left by a foot or so to make a passage for the ball.

Daly's system goes into careful detail as to the passing of the ball from the center to the quarter. The quarter and the center study each other's habits, and the center makes any changes the quarterback desires. This is essential to the safe and easy handling of the ball.

With hands, arms and body the quarterback in receiving the ball has what may be called three cups. The first cup is formed by the hands, the second by the forearms, and the third by the arms and body.

The ball, when tossed by the center to the quarter, passes from the ground to the quarter in a small arc. The long axis of the ball is always horizontal. The top of the arc is the point at which the ball is received by the hands of the quarterback.

If the quarter receives the ball before it reaches the top of this arc, the upward motion of the ball strikes the hands, producing what is known as fighting the ball—that is, the ball rebounds from the hands. If the hands are moved forward while the ball is moving toward them, fighting the ball also results. Hard passing causes rebounds. Should the hands be below the top of the arc, the quarterback loses valuable time. The ball should be received at the top of the arc, and if it is necessary to shorten the time, it should be done by making the arc smaller or by receiving the ball while it is rising. The hands of the quarterback are not thrust out to receive the ball at the last moment. They are always in position at the top of the arc ready for the ball a second or two before it is put into play.

The hands are held like a small cup, palms up, fingers extended and wide

(Continued on page 38)

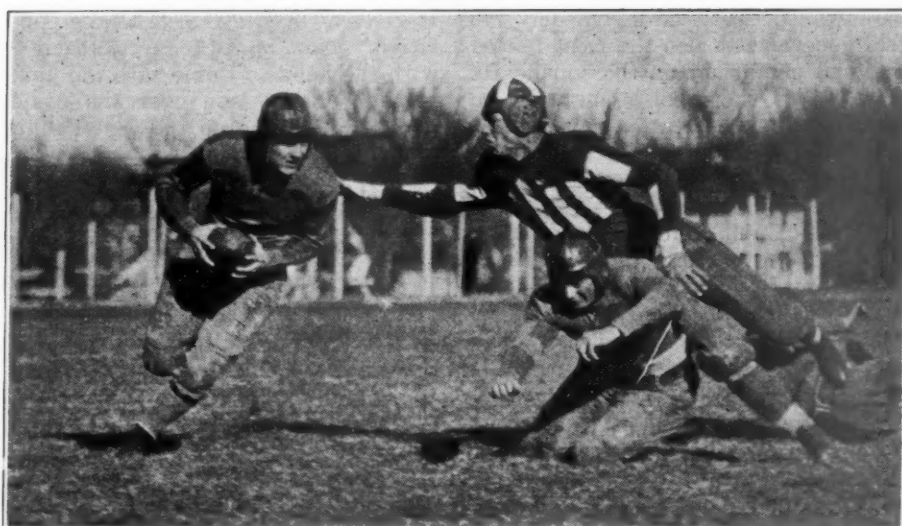


# Division of Labor

By K. K. Rockne

*A COACH more often neglects to train men for their individual positions than he does the different phases of team play."*

The complexity of modern football has made the division of labor in practice a very important question. By division of labor I mean, the amount of time that should be given to tackling, blocking, running signals, offensive work, defensive work, kick-off, etc. When you see a certain team play on a certain Saturday, it will be weak in some particular department. One team, we will say, is weak in tackling, due to the fact, no doubt, that the coach in his division of labor did not spend enough time on tackling practice. Another team is weak in blocking, another team is very weak in its execution of plays, another weak in general defense, another handles the ball poorly, or doesn't seem to know its signals well. The presence of any of these weaknesses in the team must show that the coach in scheduling his work has neglected one or more important things. There is generally more of a tendency for a coach to neglect the individual positions rather than to neglect some phase of team play. Take the position of end for instance. If the coach has the end do nothing but cover kicks, catch passes, and play defense, how can he expect this end to develop any proficiency in boxing the tackle. Or take a halfback as another example. If the coach has his halfback using all of his time carrying the ball, practicing the various dodges, with some tackling and running signals, how can he expect this halfback to be successful in interfering against an



*The halfback cuts down the tackle and makes possible a gain around the end.*

end, or in playing defense against the forward pass. It stands to reason, therefore, that the end must get a certain amount of individual coaching in boxing the tackle, and the halfback must get a certain amount of work and constructive suggestions on how to play defense against passes and how to run interference.

## Adaptability

As I said in the opening introduction, the big thing which a coach has to be able to do is to adapt himself to conditions at his school. At Notre Dame the men are on the field shortly after three-thirty, and we begin practice work at four o'clock, spending the ten minutes previous to four o'clock in limbering up. Four to five-thirty is all the time we have for actual practice on the field, and that is time enough if every man on the squad is kept busy during that time. I have seen some teams practice three and four hours an afternoon, but the work was not organized, and eighty per cent of the men lay around doing nothing but observing the others play. This is a shameful waste of time, and a student who is expected to play football and also keep up in his classes certainly should not have any of his time wasted. We also have a blackboard drill for forty minutes every noon, but this is due to the fact that Notre Dame is a boarding school and

the noon hour can be utilized very efficiently. The men are all living on the campus with no other distractions. I will suggest an outline of the way I work a team at Notre Dame the first two weeks, and will explain this outline as best I can.

## Limbering-Up Exercises

I believe that the ten minutes spent daily for limbering up exercises are well spent. It helps to build up the men, and it helps to develop motor coordination. The setting-up exercises can be a mixture of the usual army stuff, trench exercises, and the Swedish movements. These exercises tend to keep the men's muscles soft and lithe, making them less susceptible to charley horses, and so forth. Last, and very important, is the fact that it gets the men in shape, both physically and mentally, so that they are anxious for an hour and a half of snappy work. If a man has scrimmaged hard on Wednesday night, when he first comes out Thursday afternoon, he is stiff, sore, and does not feel much inclined to get into the spirits of the practice. Spend ten minutes at limbering up, and all this is changed. The man is limbered up and eager to go, both mentally and physically.

## Group Work

The words "group work" need explanation. For the time allotted to group work I divide the whole group according to their positions. Now under group work for centers, I have them spend 40 per cent of the time in passing, as this is the most important thing the center must be able to do. He spends 20 per cent of the time in playing defense on the line, 30 per cent in playing defense against passes, and 10 per cent in charging.

In the case of a guard, I have him devote 35 per cent of the time to



*MR. ROCKNE delivers a lecture to the classes in his coaching school on the "day's work" which has received a great deal of favorable comment from the coaches taking his course. Year after year the Notre Dame Football Team is conspicuous because the individual members can block, interfere, break through the line and execute the other necessary fundamentals of the game. No doubt part of Mr. Rockne's success may be attributed to the fact that he has properly divided the day's practice period and has not neglected the rudiments. This article should prove of value to the coach who has had difficulty in planning his afternoon practice periods.*

group work in pulling out, and 35 per cent on defensive line play, 10 per cent in charging, and 10 per cent in covering on kicks.

In this same group work, the tackle spends 50 per cent of his time on defensive line play, 25 per cent on charging, and 25 per cent in blocking or guarding the passage of the ball.

The end spends 35 per cent of the time in blocking tackles, 35 per cent of the time in acquiring perfection in his defensive play, working generally against an entire backfield, 15 per cent of the time in covering kicks, and the last 15 per cent in playing defense against passes from the punt formation, or screen plays.

In group work the quarterback spends 60 per cent of the time catching punts, 25 per cent of the time

in playing defense against pass, and 15 per cent of the time in interference. Since the quarterback usually does not do as much interfering as the other backs, this is the reason for this percentage.

A halfback spends 40 per cent of his time learning how to run interference, 40 per cent of his time in learning how to protect against passes, and 10 per cent in blocking, principally in punt formation, to protect the kicker, and the last 10 per cent in keeping the opposing end from trying to get down the field to cover a kick. The group work for a fullback is practically the same.

#### Teaching Interference

Depending on how many men you have in your squad, you will have to

adapt this group work to their number. The center, in practicing defensive line work, works with the guards, while on offense we use a center and four guards, two of the guards playing in the ordinary tackle positions. The various stunts on defense are now gone through, while the offensive line is told to charge easily for the first week or two until the defensive guards have performed their work over and over again, and the movements become a reflex action. You may reverse this and tell the offensive line to charge as hard as they can while the defensive men become passive. Thus the offensive linemen learn the technique of the offensive charge. You may work the ends against the tackles in the same way, and use a backfield against the

#### First Week's Practice Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3:50 4:00	Limber up	Limber up	Limber up	Limber up	Limber up	Limber up
4:00 4:15	Group work	Group work	Fundamentals	Group work	Group work	Cover kick and tackle
4:15 4:30	Fundamentals	Group work	Tackling and blocking dummy	Group work	Group work	Cover kick and tackle
4:30 4:45	Fundamentals	Catching passes	Tackling and blocking dummy	Blocking and tackling dummy	Dummy defense against new formations	Forward pass scrimmage
4:45 5:00	Covering kicks	Catching passes	Covering kicks	Catching passes	Dummy defense against new formations	Dummy scrimmage
5:00 5:30	Running series of five plays	Signal drill	Dummy scrimmage and two new pass plays. Get men used to each other	Signals	Work on punts and receiving kick-offs	Receiving kick-off and signals

#### Second Week's Practice Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3:50 4:00	Limber up	Limber up	Limber up	Limber up	Limber up	GAME
4:00 4:15	Catching passes	Group work	Group work	Group work	Group work	The day of the game everybody on the team runs up and down the field, kicking, punting, passing, etc.
4:15 4:30	Covering kicks and tackling	Tackling and blocking dummy	Group work	Group work	Dummy defense. Scrimmage against opponents' defense	
4:30 4:45	Group work	Tackling and blocking dummy	Tackling living men	Covering kicks and tackling	Dummy defense. Scrimmage against opponents' defense	
4:45 5:00	Group work	Forward pass scrimmage	Tackling living men	Covering kicks and tackling	Dummy defense. Scrimmage against opponents' defense	
5:00 5:30	Dummy scrimmage. Two new plays	Signals	Signals	Signals	Kick-off work	



ends in very much the same way. The best way for the men to learn defense against passes is to have a backfield and a center play on defense, and then put a team on offense against them to try and complete any kind of a pass they can think of. The best way for a backfield to learn to interfere is actually to interfere against ends. The same thing can be said about the ends learning defense.

#### Dodging

I have not put down any group work in dodging, as the men who have not learned to dodge, must do so on their way out to the field, and on the field before the regular work begins. I have not put down any work for forward pass receiving as the same thing applies there. I tell my centers

and kickers to get out early, before the regular practice begins. Over half of the kicking practice is done informally before the actual practice begins, and the same holds true for the backs learning how to catch punts. Now if there are any back or ends who are a little weak in catching passes, they can get out early and play half way between the punter and the receiver. When the receiver has caught the punt he will throw a forward pass down the field to one of the ends who is playing half way back to where the center is playing. In this way, a lot of work for which there is not time in the regular period can be done efficiently and with good results. There is only one way to learn how to handle the ball, and that is to handle it.

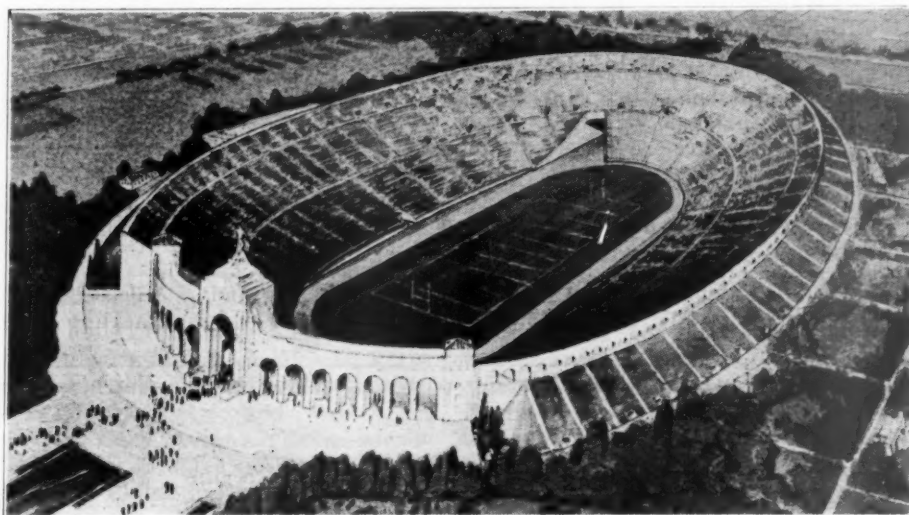
Dummy offensive scrimmage consists of having the team on offense run through its plays slowly, each man fulfilling his assignment, and the man carrying the ball go through the hole made against a passive defense, or complete a forward pass, also against a passive defense.

#### Dummy Scrimmage

Dummy scrimmage on defense is along the same line, except that this is practiced against a team using the plays and formations which you expect an opponent to use against you. The whole thing is to be walked through or jogged through slowly, and both offensive dummy scrimmage and defensive dummy scrimmage are entirely mental in their results. The

(Continued on page 20)

**T**HE Los Angeles Coliseum, with a seating capacity of 90,000, was built at the exceedingly low cost of \$800,000. It was constructed on the cut and fill basis, by excavating for the bowl and throwing the earth up to the sides to constitute a solid foundation beneath the portions of the structure above the ground level. This means of construction has proved to be not only the safest and soundest form of stadium construction, but also the most economical method.



## The Los Angeles Coliseum

By Zack Farmer

The Community Development Association sought to provide an adequate facility for furnishing entertainment, aside from natural attractions, for the great number of annual visitors to Los Angeles as well as for the residents of the city who seek wholesome recreation during their leisure hours, and it was decided that the most appropriate sort of a structure for this purpose was a large capacity outdoor stadium. The purpose of the Association was and is to make it possible for the average family to see high class sportive events, pageantry, etc., at a cost within their means, and it was for this reason that the large seating capacity was determined upon.

#### Financing

In order to finance the construction of the Coliseum the aid of the city and county governments was sought.

The governmental bodies, with the Association, were unanimous in their desire to realize for Los Angeles such a facility, and with the co-operation of the banks of the city the following financing plan, for the building only, of the Coliseum was agreed to and, after being submitted to the Supreme Court of the State in a test case and found valid, put into effect:

The city and county governments and the Association entered into a lease agreement whereby the governmental bodies agreed to pay to the Association as rental for privileges which were granted to them in the Coliseum, certain sums of money each year over a period of years. These rental payments were designed to equal, when totally paid, the cost of the Coliseum plus carrying costs of the deferred rental payments. Upon the termination of this lease agreement, after the

final payments have been made, the Association will withdraw and the ownership of the Coliseum reverts to the city and county, and any revenues derived from operation of the Coliseum then on hand will be divided equally between the city and county. During the life of the lease the Association owns and controls the property and is responsible for its maintenance and operation. The Association is not permitted to take any profit or earnings from the Coliseum, but all income must be returned to the Coliseum for expenses of maintenance and operation or improvements or left to accumulate during the life of the lease.

The lease agreement was submitted to the Clearing House Association as collateral for loans to be made to the Association to pay for the construction of the Coliseum. The banks having agreed to the plan, the Clearing



House manager prorated the amounts of the loans among the members thereof on the basis usually employed for such a distribution among the banks. The Association's interest in the lease agreement was assigned to a trust company for the banks and all notes given by the Association to the banks for construction funds were made a part of the trust arrangement and were certified by the trust company. As funds were required notes were drawn in favor of the participating banks in proportionate amounts, based on each bank's share of the total, the money collected and paid to the contractor. The amount of the notes to become due at any one date was regulated by the amount of the rental payments from the city and county, and the due dates of the notes correspond to the dates of city and county rental payments. The annual rental payments from the city and county are made direct to the trust company and are disbursed on the Association's orders for the retirement of notes and the payment of accumulated interest.

#### Cost

The total cost for the building of the 90,000 seating capacity Coliseum was \$800,000. This low cost was made possible only by the utmost co-operation on the part of the architects, who did their work at no profit, the engineering contracting firm, who reduced their bid for the job by a substantial amount, and the material dealers, who furnished the construction material at low prices.

The Coliseum is located in Exposition Park, which is bounded by Exposition Boulevard on the North,

Figueroa Street on the East, Santa Barbara Avenue on the South and Vermont Avenue on the West. It is in the location most easily accessible to all parts of the city and is centrally located as to population.

The land which the Coliseum occupies is publicly owned and has been let for the purposes of the Coliseum without charge.

#### Architecture, Engineering and General Arrangement

The Coliseum is elliptical in shape, 790 ft. by 1,088 ft., outside measurements, has 75,120 numbered, reserved seats with backs, or a general admission capacity of easily 90,000.

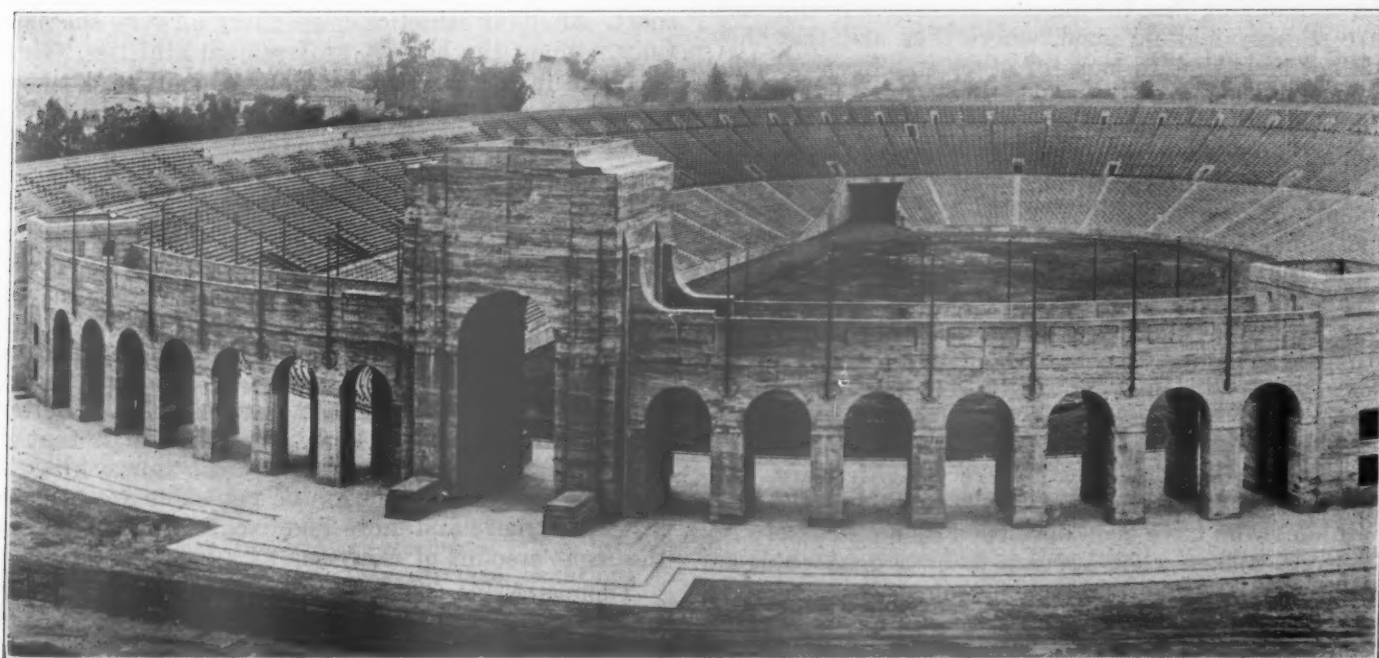
It was constructed on the cut and fill basis, by excavating for the bowl and throwing the earth up to the sides to constitute a solid foundation beneath the portions of the structure above the ground level. This has been proved to be not only the safest and soundest form of stadium construction (eliminating the hazards of pillar support) but, likewise, the most economical method of construction.

Until the Coliseum was built, the economy of this method was not so thoroughly recognized, inasmuch as the excavating item previously involved considerable expenditure. Through the ingenuity of our contractors and the architect, the excavating was made extremely economical. This was done by erecting a tower in the shape of an oil well rig 125 feet high. This tower was skidded around the excavation on a wooden plank track. In the floor of the tower the hoisting machinery was placed, and a cable was stretched from the top of

the tower to an anchorage at different points in the excavation. A scoop shovel, capable of dragging up 5 yards of earth at a time, traveled down the cable from the tower and automatically bit into the earth and a cable running from the scoop to the hoisting machinery pulled this shovel upwards and automatically dumped it at any point on the embankment. As the earth was dumped it was spread in layers of 8 to 10 inches and water applied, after which a heavy tractor pressed it into a formation that has shown little or no settlement since the Coliseum was finished. A crew of 7 men in the derrick or tower, plus the equipment described, thus excavated and placed on the embankment slightly over 300,000 yards of earth in a very few weeks, and it was this method of economical excavation that contributed more than anything else to our performance of erecting so large and complete a structure as the Los Angeles Coliseum for the \$800,000 contract cost of same.

From the ground level to the playing field, the construction under the seats is of concrete, inasmuch as we had solid earth to place it against. From the ground level to the top, against the filled embankment, the seats are placed on a wooden flooring of treated redwood, which completely covers the embankment and prevents washing of the soil underneath the seats into the bowl, this flooring being covered with heavy roofing paper. Wood construction was used on the embankment to allow the thrown up earth a few years to settle before placing concrete upon it.

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The Los Angeles Coliseum, with a seating capacity of 90,000

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JOHN L. GRIFFITH, Editor

## "Make Them Come to You"

A man who had been unusually successful in the work which he had done once suggested that if a man would succeed he should "make them come to him." These few words express a great deal and the motto might be adopted by many coaches with profit to themselves. Many coaches are always and continuously attempting to secure better positions than the ones which they hold. In fact, they spend much of their time in trying to improve their lot by writing school principals and college presidents relative to coaching vacancies. These same men would be far more likely to secure better positions if they spent more time in developing the positions that they occupy. In other words, if a coach is an outstanding success, those looking for a good man to handle athletic teams will approach him and offer him an opportunity to advance. Some school and college men have adopted the principle of paying little or no attention to the applicants for jobs. Rather, they look about and try to secure a man whom they would like to have, realizing that the successful coaches in the main are so busy making good, where they are, that they do not have time to look for other employment. The men with a moderate knowledge of the technique of the game and possessed of the right qualities of character, who work hard in the coaching profession, usually succeed. If they do succeed there are always plenty of opportunities for them to step into larger positions because there is always room at the top.

If the young coaches who are starting on their coaching careers this fall will devote all of their time and energy to their present work they will find that there will be many people "coming to them."

## Suzanne Lenglen and Tennis

Suzanne Lenglen, who has recently signed a contract with C. C. Pyle, exploiter of men and women athletes who have been developed by amateur organizations, makes what appears to be a good point for professional athletics when she suggests that individual club owners profit from the exhibitions and games played by the tennis stars. From this she draws the conclusion that the stars themselves are entitled to

make what profit they can from the games. While it may be true that some tennis clubs have been conducted by men who operated them for the purpose of making money, yet there are thousands of clubs throughout the world that have spent countless time and money in developing the game and, in the main, have lost money in doing so. Lest there may be some who would apply Mme. Lenglen's philosophy to school and college athletics this point should be stressed, namely that in none of the educational institutions of America are individuals profiting as individuals from football or the other sports. In fact, the money which is made from these amateur contests is all used to provide more adequate athletic facilities for more men and women, boys and girls. Further, it should be understood that while some of the larger institutions are conducting athletics at a profit, a great majority of the high schools and colleges are forced to write down a loss at the end of the athletic year. When this condition arises, then altruistic individuals who have the good of the game at heart, carry the burden of the loss.

As has been suggested before in these columns, the amateur associations develop the sports and then men like C. C. Pyle come forward to try to make a profit from the publicity which has been given the amateur athletes. This would not be a serious matter if professionalizing a sport did not affect the amateur side of the game. If tennis and football become highly professionalized, the men who have struggled throughout the years to develop these great games will be loaded with extra responsibilities in their attempts to develop these forms of athletics for the good of large numbers of people.

In most of the discussions that are carried in the press regarding the amateur question, everything is said for the individual player and very little is being spoken for the game. While it is true that the outstanding athletes are entitled to every consideration, we should not lose sight of those who have laid the foundation for their success by building up the sport. Amateur athletics could carry on very successfully without the help of professional athletics. This is shown in the case of golf, tennis, football, basketball and track.

## Getting Men to Play

There is a mistaken idea abroad that if facilities were available, college and high school students would almost without exception embrace the opportunity of taking exercise every day. The small boy, if given any kind of a chance, *will* play. He is born with the play instinct and he will find methods of playing if left to himself. Of course, supervised play is better for him than the other kind, but the point is that if he is given any chance at all he will amuse himself by some play activity. As we get older we become lazier and more and more find excuses for not taking the right amount of exercise.

Thomas Arkle Clark, Dean of Men at the University of Illinois, under the heading, "We hate to get into the game ourselves" has touched upon this point in the following words:



"We like the other fellow to do the work while we look on and applaud. We quite generally believe in exercise and we prescribe it enthusiastically for the other fellow.

"There is a general expression of opinion extant that if young men and old were furnished leisure and opportunity for exercise they would rush at it like a hungry dog at a bone. I am sure they would urge other people to do so, but as for themselves I am not so certain."

A group of physical educators attending a convention sometime ago were expressing concern because as they put it "athletics were ruining their cause." They believed that if organized athletics were curbed, then all of the students would have an opportunity to play and would eagerly do so. One man in the room interrupted the proceedings to inquire how many of the men and women in the convention had walked to the hotel in which the convention was being held and had walked up the stairs instead of riding in the elevator. It was surprising to note that none of them had. Here was some backing for Dean Clark's thought. In the first place, these men and women were quite ready to prescribe exercises for others but were not quite so willing to take the medicine themselves. In the second place, they were laboring under a delusion that if they could curb interscholastic and intercollegiate athletics, then all of the students who were not then enrolled in the physical education classes would hasten to the gymnasium and the playing fields and would at once begin taking systematic exercise. Nothing could be farther from the truth. We should realize by this time that the majority of boys and girls, men and women will neglect their physical development. Our schools and college men have already done splendid work in interesting large numbers of students in things physical and in providing equipment for the use of the masses, however, unless there be compulsory physical education rules, those who need the work the most will not take it and there will always be a large percentage made up of such as these.

### Life with No Risks

Dean Inge in a recent article pertaining to modern life presents a thought concerning this age of ours in which everything is being done to stifle individual initiative and to dwarf physical growth. He says:

"Everywhere we find the same demand to make life easy, safe and foolproof.

"The fine trees in our public parks are periodically mangled and reduced to the condition of clothes-props by our urban and county councils, because boughs have been known to be blown down in a high wind, or even, in the case of elm trees, to fall suddenly, and once in two hundred years some fool might be standing under the tree at the moment.

"Every workman must be insured against every variety of accident, even when it is caused by his own negligence.

"If a traveler slips on a piece of orange-peel, which he ought to have seen, in a railway station, or allows his coat to be stolen under his eyes in a carriage, he brings an action against the railway company, and wins it.

"We now demand to be personally conducted through life, all risks to be taken by some one else.

"After a century or two of this regime we shall all

be as helpless as Lord Avebury's ants, who starved almost to death in sight of food because they were used to having it put into their mouths by their slaves.

"All this may be right, or it may only be inevitable.

"But do not let us deceive ourselves.

"Nature will make us pay for it.

"Nature takes away any faculty that is not used.

"She is taking away our natural defenses, and probably has added nothing since the beginning of the historical period to our mental powers.

"The power of grappling with difficulties and finding our way out of labyrinths will soon be lost if we no longer need it."

It need hardly be suggested that the tendency which Dean Inge deprecates is marked in all of our activities of today outside of the realm of sport. Several million persons are receiving training of one sort or another, training which in the main is of value, by driving automobiles. Several millions are developing their powers to walk, drive and climb on the golf courses. Countless others play tennis, fish, swim, hunt and hike and in our educational institutions the majority of boys and girls are given some training, which prepares them for their life's tasks much in the same way that their forefathers received training by necessity when they hunted their food, cut down the trees, laid out the roads, built the bridges and manufactured their own clothes and utensils.

There is little danger that the American people as a whole will engage in athletic sports to too great an extent. Certain individuals may play more than they should, but there are many more who do not play so much as they ought to play.

### Athletics and Mental Mediocrity

Dr. Stewart Paton, a member of the Princeton University Faculty, has recently suggested that the organized support for the football team called for from the whole student body is beginning to have its effect in lowering the mental life of American universities to the dead level of mediocrity. According to Dr. Paton, the students are required to do so much cheering in common that they begin to think alike and consequently lose initiative and freedom of thought. He further adds there is not a doubt that in the European universities there is more independence and the spirit of investigation is more active than in American colleges and universities. This is very interesting if true. Possibly Dr. Paton has some facts to support his conclusion, but the chances are that he is advancing an opinion which he could not back up. There are some who believe that if our young people were not engaged in athletic sports, both as players and spectators, they might be spending more of their time in other things, which are no more conducive to scholarship than athletics. It is an historical fact that at the time when ancient Greece was prominent in athletics, this civilization produced philosophers, scholars and artists whose work is still studied and respected at this time. We are prone to question whether Dr. Paton would find this mass complex a menace if our students in large numbers showed the same enthusiasm for his subjects that they now manifest over touch-downs.



# The 1926 Football Rules

Questions Discussed and Passed on by Coaches and Intercollegiate Conference Officials September 11, 1926

## Officiating Procedure

1. The referee normally will follow the ball and the umpire and field judge will follow the men. In case of a complicated shift the head linesman will assist the referee by checking the shifted men. On punts the referee will stay behind the kicking team until the ball is kicked and the field judge will assist the referee by raising one hand over his head to indicate that in his judgment the referee should blow his whistle and declare the ball dead. The field judge shall also be prepared to advise the referee on such plays as to what man should be given the ball.

2. The referee and umpire may call off-side in the line but in case of conflict the head linesman's decision shall be final.

3. The head linesman will choose as an assistant some person on the field to mark the spot of the previous down. If he desires to bring in some person of his own selection for that purpose, he shall notify the home management of his intention to do so, one week in advance of the date of the game. Having an assistant will make it possible for the head linesman to assist the referee on out of bounds plays on his side of the field.

4. When officials call fouls they will report to the referee stating both the foul and the penalty.

5. When a punted ball crosses the goal line the field judge will signal by swinging his arm vertically to indicate that the ball has crossed the line.

6. When a kicked ball is fumbled on the field of play and then crosses the side line the field judge or head linesman shall mark the spot where the ball crossed the line and assist the referee in determining who last touched the ball in the field of play.

7. The field judge will keep the time but the referee will provide himself with a watch and in all cases keep the time out.

8. When the ball crosses the side line on kicks the spot will be marked by the referee assisted by the official nearest to the spot.

9. The umpire and field judge shall signal incompletes passes by swinging their arms in a horizontal plane.

10. The head linesman will be responsible for selecting the assistant to mark the spot of the down and the two assistants to hold the linesman's

sticks. It will be his duty to see that the chain or line is the proper length and that the five yard mark on the chain is indicated. The head linesman will hold the box rather than delegate that duty to an assistant.

11. The umpire will inspect the players' equipment in the dressing rooms.

12. Regarding the players' equipment, the umpire will enforce the rule and especially will forbid (except in the case of injured men) the use of hand protectors that are constructed in whole or in part of sole leather, papier mache, black bicycle adhesive tape or other hard or unyielding substance. He will forbid the use of conical cleats, the points of which are less than three-eighths of an inch in diameter or of oblong cleats that do not measure at least one-fourth of an inch by three-fourths of an inch on the surface.

13. The Conference Committee will provide the umpire with a pad on which he will keep a record of the players by their numbers for each quarter.

14. The referee will notify the home coach and the field judge the other, ten minutes before the time scheduled for beginning the game and three minutes before the expiration of the fifteen minutes intermission. The field judge will fire his pistol to denote the end of each period even though a play may be in progress, but the ball will not be considered dead unless the referee blows his whistle. The referee will blow his whistle and declare the ending of a period as soon as possible after the gun has been fired unless a play is in progress.

15. At the kick-off the umpire will stand at one side of the field on a line with the ball and will watch for offside. The field judge will stand on the ten yard line down the field and rule whether the ball was kicked ten yards. The head linesman will stand down the field on one side line and will mark the spot if the ball crosses the side line. The referee will stand down the field near the side line opposite the head linesman.

16. The referee will not extend the time out period even though both captains request it. However, an additional time out may be granted on request of the captain concerned. In other words, the rules do not forbid successive times out. If the referee

takes time out for an injured man though not requested to do so by the captain, the time out shall be charged to the injured man's team.

17. When any captain has time taken out the official shall not demand that play be resumed before the expiration of the two minute period.

18. In case of a wet ball no official shall be expected to carry a towel to be used in wiping the ball, but the referee may grant the two centers permission to lift the ball for the purpose of wiping it and any player may carry a towel for that purpose.

19. On attempted goals from the field the field judge will take a position that will enable him to decide whether the ball passes under or over the cross bar.

20. When a game is in progress no one shall be allowed to come onto the field of play to discuss an official's decision, neither shall an official, while the game is in progress, be expected to support his ruling by showing the rule book. All four officials, however, will be responsible for any decision involving an interpretation of the rule. This means that if one official errs in his interpretation of a rule the other officials will be expected to check him before play is resumed.

21. When attendants are permitted to come onto the field of play the umpire shall accompany the first and the field judge the second.

22. The referee will not blow the whistle when backs are in motion or when a man in a shift does not come to a stop until the play is consummated. It is recommended, however, that in case of a foul the referee should mark the spot of the foul with his handkerchief or by making a heel mark on the ground.

23. The home management will furnish the field judge with a stop watch. However, the latter will not be required to use this watch if he does not choose to do so. The home management will also furnish the gun for the use of the field judge.

## Questions and Answers

1. If an off-side man touches a punted ball on the same play where a foul is called on the other side, is the foul committed by the defensive team off-set by the loss of the ball penalty? Yes.

2. On any free kick other than kick-off if the ball goes out of bounds before going ten yards is the kicking side given another attempt at the